

CURRICULUM JOURNAL

VOLUME 13: NUMBER 7

NOVEMBER, 1942

News Paragraphs

WARTIME COMMISSION SUGGESTS CURRICULUM ADJUSTMENTS. A committee of the Chief State School Officers developed the following statement growing out of the National Institute on Education and War, held August 31, 1941. The committee was composed of the following: David E. Weglein, Superintendent of Schools, Baltimore, Maryland; James B. Edmonson, Dean of School of Education, University of Michigan; Howard V. Funk, National Congress of Parents and Teachers; Roscoe Pulliam, President of Southern Illinois Teachers College; Julia Wright Merrill, American Library Association; Richard B. Kennan, Executive Secretary, Maine Teachers Association; and Eugene B. Elliott, Superintendent of Public Instruction, Michigan.

Curricular programs to provide for:

1. Courses in arithmetic, algebra, geometry, general mathematics, and in some cases trigonometry where many of the problems will be drawn from the field of aviation, navigation, mechanized warfare, and industry.
2. Courses in industrial arts related to war needs and with special application to the operation of tools.
3. Courses in auto mechanics often in cooperation with local garages and farmers with particular emphasis on the repair and operation of trucks, tractors, and automobiles.
4. More practical courses in cooking and sewing designed to assist home living.

5. Courses in physics, particularly stressing the characteristics of mechanics, heat, radio, photography, and electricity.

6. Teaching units, giving increased emphasis on health in both the elementary and high schools.

7. Revised social study courses to give a knowledge of war aims and issues as well as actual experience in community undertakings.

8. One or more units of study dealing with an understanding of the armed forces to provide general understanding and lessen the time required for induction.

9. Unit preflight courses as outlined by the armed forces in the larger schools.

10. Instruction that will give an appreciation of the implications of the global concept of the present war and postwar living.

Extracurricular programs to provide for:

1. School lunches, giving special attention to providing proper nutrition for the child.
2. Student assembly programs designed to give children an appreciation of the fact that they have a definite part in the defense of the United States.
3. The contributions of such organizations as Girl Scouts, Boy Scouts, Campfire Girls, 4-H Clubs, Junior Red Cross, and Future Farmers of America.
4. Student councils and similar organizations to give training to students in the American way of life through active participation.

Health services to provide for:

1. The correction of physical deficiencies as early and as often as is necessary.

2. Physical fitness programs designed to increase the bodily vigor of youth.

Community service programs to provide for:

1. Promoting salvage drives, home assistance, farm labor, home gardens, and other community undertakings.

2. Cooperating with other community agencies in lessening juvenile delinquency which increases as homes become broken or disrupted through army service, employment changes, or other causes.

3. Utilizing every occasion to give to parents an appreciation of how the schools serve youth.

4. Developing a feeling of security by teachers and others in our ideals.

5. Cooperating with existing agencies of defense.

6. Assistance and understanding in consumer buying.

7. Library facilities to make available materials and services that will enable the people to make intelligent decisions on war and postwar issues.



SOCIETY BOOK GOES TO PUBLISHER. The manuscript on *Consumer Education—Work in Progress*, a cooperative project of the Society for Curriculum Study, has been forwarded to D. Appleton-Century Company, the publisher. The volume begins with a discussion of the background of consumer education—how it began and how it grew to its present status. The bulk of the book is devoted to a presentation of the present achievements, as well as possible developments on all levels of education and

in a half dozen departments. The concluding chapters of the book review the available resources in consumer education in classroom, school, and community. A timely chapter on consumer education in wartime is included.

The contributors include: Colston E. Warne, Consumers Union of the United States; Benjamin R. Andrews, Teachers College, Columbia University; Harmon Wilson, South-Western Publishing Company, Cincinnati, Ohio; Alpheus Marshall, University of Maryland; Ruth Wood Gavian, New York State Department of Education; Harold F. Clark, Teachers College, Columbia University; Ray G. Price, University of Cincinnati; Beulah I. Coon, United States Office of Education; Gladys Wyckoff, American Home Economics Association; Herman Gall, Senior High School, Webster Groves, Missouri; H. Emmett Brown, Lincoln School of Teachers College, Columbia University; Hubert Risinger, Davey Junior High School East Orange, New Jersey; Leland J. Gordon, Denison University, Granville, Ohio; Harald G. Shields, University of Chicago; Esther Cole Franklin, American Association of University Women; James E. Mendenhall, Office of Price Administration, Washington, D. C.; Reign S. Hadsell, Training Film Unit, Bureau of Aeronautics, United States Navy; Luther Hemmons, Office of Price Administration, Washington, D. C.; G. E. Damon, Colorado State College of Education, Greeley; Gordon McCloskey, Alabama College, Montevallo; Edward M. Andres, Phoenix Junior College, Phoenix, Arizona; and Loeta Johns, Stephens College, Columbia, Missouri.

The volume is edited by James Mendenhall, Office of Price Administra-

tion, and Henry Harap, George Peabody College. The book will be ready for distribution to members on or before the February meeting of the Society for Curriculum Study. The volume will be available to members of the Society at slightly more than half the list price on prepublication orders. The order blanks will be mailed to members from the office of the executive secretary, Gordon N. Mackenzie.

HIGH SCHOOL VICTORY CORPS. To meet the demands of the wartime emergency, the High School Victory Corps was developed by the United States Office of Education in cooperation with representatives of the Army, Navy, and the Civil Aeronautics Administration. The plan or organization recommended is voluntary in character. Objectives which will be pursued both inside and outside the classroom are: (1) guidance of youth into critical services and occupations; (2) wartime citizenship training to insure better understanding of the war, its meaning, progress, and problems; (3) physical fitness; (4) voluntary military drill for selected boys; (5) competence in science and mathematics; (6) preflight training in aeronautics for those preparing for air service; (7) preinduction training for critical occupations; (8) community service, including training for essential civilian activities. Students will accomplish these aims by enrolling in the Land, Air, Sea, Production, or Community Service Divisions, or by joining the corps as general members. The organization and program planned for the High School Victory Corps are presented in detail in the High School Victory Corps Manual, which may be

obtained from the Superintendent of Documents, Washington, D. C., for fifteen cents.

CONSUMER NEWS. *The Consumer News Digest* is a twice-monthly publication which summarizes current articles and news items dealing with consumer economics. These items are summarized under the following heads: Consumer Study and Education; Advertising and Consumer Aims; Consumer Goods Standards and Labeling; Commodity Buying Information; Care and Use of Consumer Goods; Consumer Protection; The Consumer and the War; Consumer Income and Purchasing Power; Business Policies and Consumer Relations; Foreign Consumer-Distributor News. This publication is of special interest to teachers of consumer education, home economics, the social sciences, and business education. It is available upon request and there is no charge or subscription rate. *The Consumer News Digest* is published by the Committee on Consumer Relations in Advertising, Inc., 420 Lexington Avenue, New York City.

FORWARD WITH FREEDOM. Since the declaration of war the Santa Barbara City Schools have felt the need for an emerging series of pamphlets to allay fears, build attitudes, and give information to its pupil and parent public. The first publication, *Your Emergency Guide*, was issued for parents and a copy was sent into the home of every child. It was put out immediately after war was declared to counteract hysteria and fear while the home and school adjusted to the new situation. It served as a vehicle of public relations by furnishing par-

ents with specific information. *You Are America* was planned for use in the classroom from the third grade through the twelfth grade. It was designed to shape attitudes and to give information as to the child's part in building and conserving his own personal health, how to become a producer in this time of need as well as to help him discover ways in which he can truly serve his family, community, and nation at this time.

The third pamphlet, *Forward with Freedom*, is just off the press. It was built by members of the teaching staff to help pupils develop a concept of democracy, not only as it is in our own country, but as it is in other democratic countries of the world. It tries to point out that although each democracy has its own pattern of government, all have the same high ideals. These ideals are then dealt with, showing what they are and why they are worth fighting for. Alongside this picture of democracy is spread the picture of Fascism, its ideals, and what the Fascist countries are fighting for. The danger of Fascism to democracy is clearly presented so that pupils may understand. The writers of the pamphlet dip into early American history and relate it to present-day happenings. Suggested plans for the peace are indicated. This pamphlet was prepared to meet the needs of boys and girls for a book of their own, one which they could understand, study, and ponder. It gives the classroom teacher an organization of materials that may help her in presenting world problems to her class. It offers suggestions for activities, visual aids, and a short bibliography. It is not meant to be a comprehensive treatise, but is only a suggestion which may be used as a point of departure.

The price of the booklet, *Forward with Freedom*, is twenty-five cents. Copies may be obtained from Schauer Printing Studio, Inc., 1126 Santa Barbara Street, Santa Barbara, California.



REPAIR OF FARM MACHINERY. Last January, after the Virginia State Department of Vocational Agriculture suggested opening school shops to the community, Mr. J. P. Jenkins, the agriculture teacher at Bealeton and Remington, in Fauquier County, invited all farmers in the district to a meeting. He explained the program and invited them to bring in their equipment which was in need of repairs. Fifty pieces of machinery came in. These included nine disc harrows, four corn planters, two corn cultivators, one grain binder, one corn sheller, four wagons, one hay rake, fifteen mowers, six manure spreaders, and three grain drills.

To get the repairs completed in time for the equipment to be used, the boys in the vocational agriculture classes worked on it throughout the week. Each Saturday the farmers themselves came in for demonstrations, for the program had for its primary aim teaching the farmers to repair their own machinery. The demonstrations had to end when the farmers became too busy with the spring work to come in. They will be resumed after the crops are harvested.

The vocational agriculture teacher says that even if it were desirable, the school shop could not service all the machinery in the community. Therefore, the farmer must learn to take care of his machinery and to make what repairs he can at home. A "minimum shop" is urged for each farmer. For special jobs the school

shop will continue to be available to the entire community with a much more elaborate supply of tools than any one individual would need. Both in the shop and at home the advice of the agriculture teacher is always available.

The records show that a disc harrow, for example, worth \$5 had \$15 worth of new parts and was then considered to be worth \$50. The value of a manure spreader was increased from \$25 to \$70 by the investment of \$7.73. A corn planter valued at \$50 needed only \$3.10 worth of parts to increase its value to \$80. In all, the school shop purchased more than \$800 worth of parts, which were later paid for at cost by the farmers on whose machinery they were used. From the New Dominion Series published by the Extension Division of the University of Virginia, September 15, 1942.

TITLES OF CURRENT SERIES OF BUILDING AMERICA. Based on suggestions made by members of the Society for Curriculum Study, the Editorial Board of *Building America* decided upon the following tentative schedule of issues for Volume VIII (1942-43): Wartime Living for Peacetime Security—The War Against Inflation; Postwar World Planning; Winged America—The Future of Aviation; Our Minority Groups II—The Spanish Americans; Neighbors in the Pacific—The East Indies; Physical Fitness; Plastics; and Photography.

EVALUATING RURAL HOUSING. This is the title of a report of one phase of the University of Florida Project in Applied Economics, which is de-

signed to determine the extent of change in housing conditions in selected communities in which housing instruction has been stressed in the schools. Dr. Charles A. Mosier directed the staff in a study of actual housing conditions in six rural communities, using a detailed housing inventory specially developed for this study. The booklet is published by the Florida Curriculum Laboratory, College of Education, University of Florida, at fifty cents a copy.

IMPROVEMENT OF RURAL SCHOOLS. *Schools Awake* is the story of how Van Buren County, Michigan, attempted to solve the problems created by the failure of schools to meet present-day needs of children in rural areas. The publication, which is profusely illustrated with before-and-after pictures, emphasizes the value of a continuous county-wide cooperative program. The steps in the procedure are set forth definitely in the text and pictures. The original printing of 25,000 copies in June, 1942, was exhausted in July. Several of the second printing of 25,000 copies are still available and may be obtained by writing to the W. K. Kellogg Foundation, Battle Creek, Michigan.

EXPERIMENTAL TECHNIQUE IN NEW PAMPHLET. A new technique for bringing out divergent views is featured in a pamphlet entitled *Financing World War II*, issued recently by the Public Affairs Committee, 30 Rockefeller Plaza, New York City. An original manuscript on methods of financing the war was prepared by Simeon E. Leland, Professor of Economics at the University of Chicago,

and was annotated by Harley L. Lutz, Professor of Public Finance at Princeton University. Professor Leland's rebuttal to these annotations has been printed in the new pamphlet in parallel columns. The publication is being made available in limited numbers to teachers who are interested in experimenting with the technique. Those using the pamphlet are requested to submit a report telling of their students' reactions to the technique and to make suggestions for its improvement.



CURRICULUM LABORATORY ISSUES CATALOG OF BULLETINS. The Curriculum Laboratory of the School of Education of the University of Connecticut has issued a series of bulletins. These were distributed free to all schools in the state of Connecticut as a service of the laboratory. In view of the growing demand for these materials from sources outside the state, these bulletins are now being made available on a cost basis. A catalog may be secured by writing to Dr. Fred Couey, Director of Curriculum Center, University of Connecticut, Storrs, Connecticut.



GRAPHIC ARTS TRAVELING EXHIBITS AVAILABLE. The Division of Graphic Arts of the United States National Museum maintains traveling exhibits illustrating the various processes of the graphic arts for the use of schools and other organizations. Each exhibit illustrates and describes briefly the following processes of printing: wood cut, Japanese print, wood engraving, line engraving, photolithography, silk-stencil printing, mezzotint, etching, aquatint, lithography,

aquatone, half-tone, collotype, photo-gravure, rotogravure, bank-note engraving, and water-color printing. Applications for these free exhibits should be addressed to U. S. National Museum, Division of Graphic Arts, Washington, D. C.



GOVERNMENT WAR FILM DISTRIBUTION. A comprehensive program for the production and distribution of official government sixteen-millimeter sound motion pictures about the war has been developed and put into operation by the Bureau of Motion Pictures of the Office of War Information. These motion pictures, planned to inform the American people about the war effort and what they can do to help, are available to schools and other users of nontheatrical films through more than 150 established film libraries and film rental agencies in all parts of the country. A complete list of all distributors of official government war films may be obtained upon request from the Office of War Information, Bureau of Motion Pictures, 1400 Pennsylvania Avenue, Washington, D. C.



NEW RESOURCE UNITS IN SOCIAL STUDIES. Five more numbers in the new *Problems in American Life* series of resource units issued jointly by the National Council for the Social Studies and the National Association of Secondary-School Principals will be brought out in October. Each of the new units contains an analysis of a timely social problem by an eminent social scientist and a section on teaching aids by a master teacher. Titles and authors are:

No. 6, *Democracy vs. Dictatorship: Teaching American Youth to Understand Their Own and the Enemy's Ways of Life*. By T. V. Smith, Glenn R. Negley, and Robert N. Bush.

No. 7, *The American Family: The Problems of Family Relations Facing American Youth*. By Ernest W. Burgess and Joseph C. Baumgartner.

No. 8, *Agriculture: Teaching Youth About the Problems of the Farmer and Rural America*. By Chris Christensen, Noble Clark, and Royce Knapp.

No. 9, *Crime: The Causes and Extent of Criminal Behavior, Its Prevention and Treatment*. By Thorsten Sellin and Paul R. Busey.

No. 10, *Economic Problems of the Postwar World: Democratic Planning for Full Employment*. By Alvin H. Hansen and Laurence Leamer.

The price per unit is thirty cents; any four for \$1.00; or all five for \$1.25. Order from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.



LATIN-AMERICAN LITERATURE. "The Literature of Latin America," just compiled by the Pan-American Union, containing translations of representative prose and poetry from all the Latin-American Republics, is intended to facilitate an understanding of our neighbor republics. The volume includes twenty-three prose articles and twenty-five poems by outstanding authors. "Literature of Latin America" constitutes Volume I of a three-volume Club and Study Series on literature, art, and music. It may be obtained by sending twenty-five cents in coin to the Club Section of the Pan-American Union, Washington, D. C. The volumes on art and music will be available at a later date.

BRIEF ITEMS. C. C. Trillingham, who has been assistant superintendent of Los Angeles County Schools, has recently been elected superintendent. He has continued his interest in curriculum development since the appearance of his dissertation in 1934, which dealt with the administration of curriculum programs. * * * Will French of Teachers College, Columbia University, whose curriculum activities go back to the period when he was superintendent of the Tulsa school system, is on leave of absence to serve as superintendent of Long Beach schools during the absence of K. E. Oberholtzer, who is serving in the Army. * * * C. O. Arndt, editor of *Americans All*, a recent book issued jointly by the Society for Curriculum Study and the Department of Supervisors and Directors of Instruction, is employed by the United States Office of Education on a project in Far Eastern Relations. * * * C. A. DeYoung of Illinois State Normal University, an old member of the Society for Curriculum Study, is the author of a recent book entitled *Introduction to American Public Education*. * * * Frank W. Parr is the new secretary of the Oregon Teachers Association. He was formerly at Oregon State College and was particularly active in the state curriculum program. * * * L. Frazer Banks has been advanced from assistant superintendent to superintendent of schools of Birmingham, Alabama. He was the representative of the public school curriculum group in the discussions which led to its consolidation with the college group in February, 1932, to form the present Society for Curriculum Study.

Curriculum Development in Local School Systems

DAYTON, OHIO. The present curriculum improvement program was organized in July, 1940. Much teacher and lay participation was provided for in the organization plan. In addition to departmental committees in each high school, approximately 200 members of the educational staff and fifty laymen have worked on secondary school committees. The program in the elementary school area has not as yet been as completely organized. However, about 100 teachers and principals in elementary schools have been functioning on various curriculum committees.

Activities in secondary school level. A tentative statement of philosophy and objectives for secondary education in Dayton was developed, reviewed by teachers in a series of faculty meetings, revised, and issued as a basis for procedure.

A unique feature of the program is that, to date, no city-wide subject area committee has developed a statement of objectives for the area. Instead, each area has attempted to indicate just what its functions are in attaining the general objectives for Dayton high schools. In light of the statement of its functions, each area committee has also outlined the sequence and scope of courses which it feels will be necessary to carry out the functions for which it has assumed responsibility.

Each high school has made a comprehensive study of its pupil and com-

munity population. Findings have emphasized that each high school has problems peculiar to the school which must be considered in developing the curriculum for that school.

While this general background for curriculum changes has been developed, several special problems have received immediate attention and certain changes have been made. In order to make the college preparatory program more flexible, semester courses in the fine arts and practical arts have been added. Many pupils in this course are now carrying a five-subject load. All music courses have been placed on a full credit basis. Courses in American Red Cross First Aid, Driver Training, Communications, History and Culture of Latin and South America, Office Machine Operation, and Preflight Aeronautics have been introduced as a part of the war effort. A special physical fitness program was introduced recently. A cooperative plan whereby twelfth grade pupils may enroll with the United States Employment Service in their own schools has been developed and operated for the past two years.

Activities in elementary school level. A reading readiness program has been launched in all schools and much new reading material has been introduced in the primary grades. A series of reading conferences, under the direction of the Reading Readiness Committee, has been held, using our own teachers as discussion leaders. A study

is being made of the relationship of manuscript writing and the teaching of reading. A course in home mechanics in grade seven is being experimented with. This course would take the place of the present industrial arts and home economics courses.

Special remedial reading classes are being conducted in many schools, and remedial reading classes have been organized for the past two summers in the summer school. Pupils are selected on the basis of a carefully-conducted testing program. H. L. Boda, Assistant Superintendent in Charge of Curriculum.



DES MOINES, IOWA. The teachers of Des Moines have devoted much of their effort to the general problem of improving group morale and increasing their general effectiveness in dealing with pupils, parents, and other teachers. Concentration on general aims has reduced the time given to specific areas of subject matter in many instances. Several groups of teachers have met regularly to study recent thinking about human growth and development as applied to school pupils. Leadership in these meetings has come from teachers and staff members who were especially trained for this purpose. Teachers from all grade levels were included in these study groups as they sought to gain a clearer understanding of the pupils whose growth and development is the end product of educational effort.

The understanding of their own community and the educational resources found therein occupied the attention of another large group of teachers. This activity became an integral part of the school's curriculum plans. Teacher groups planned excursions

to places of interest in their own city, studying manufacturing and distribution, social agencies, recreational facilities, and fine arts opportunities which they might use with their classes. In a partial survey, 120 teachers reported that they had taken 900 person-trips of this nature in company with fellow teachers. In the elementary schools, 753 excursions outside the buildings were reported, 527 using school busses and 226 without the use of the school busses. The secondary schools did not report their excursions, but have made increased use of the community by this means, as well as by bringing the members of the community into the classroom as an adjunct to realistic applied education.

In response to the demands of the war situation, new courses were introduced into the senior high schools. Advanced home nursing, including limited hospital experience, and advanced first aid were two popular offerings. One-semester high school vocational courses requiring four hours per day in welding, aircraft riveting, and aircraft sheet metal were conducted in preparation for immediate employment. A full-year course in aviation mechanics was developed successfully. Cooperative office practice enrollments were expanded and a larger number of graduates than ever before prepared for positions of responsibility on the basis of actual work experience. Established courses in science, mathematics, and social studies were given new direction with increased application to war needs.

For the past five years the arts curriculum in the elementary schools has been rapidly changing to a more general arts and crafts program. The pupils who go from this vitalized ex-

perience into the secondary schools have created a demand for the same stimulating program there. The junior high schools have now introduced much of the crafts experience program and a definite beginning in that direction has been made in senior high school art.

The most promising curriculum development in Des Moines, however, is the growing acceptance of teacher responsibility for keeping the practices and the content of the school program geared to the demands of a democracy which must fight for its very existence against the demonstrated strength of aggressor nations. The study of what is happening to the children as a result of their school experience is recognized as one of the most important ways of bringing about the adjustments needed to meet the present-day emergency. J. E. Stonecipher, Director of Senior High Schools.



ELIZABETH, NEW JERSEY. Two years ago the Board of Education employed a consultant—a man with broad training in the field of vocational education. This man was asked to survey the needs of the city industrially, to view the educational offerings of the school system, and to make specific recommendations for the improvement of the programs of the vocational schools.

That study was completed in June, 1941, and referred by the Educational Management Committee of the Board of Education to a special committee, composed of vocational school principals, other senior high school principals, and supervisors, for special study and analysis. That committee has been at work for a year, during

which time it has held many meetings with the secondary school principals, the subject supervisors, and the superintendent of schools. It has prepared a preliminary statement which is about to be discussed with members of the State Department of Education, after which the findings of the committee will be put in final form for presentation to the Educational Management Committee of the Board of Education.

It is already obvious that specific values have come out of this unfinished study. These might be listed as follows:

1. All members of the committee feel that their concepts of education have grown. Those whose work has been in the standard high schools see the problems of the vocational schools more clearly, but it is just as obvious that the vocational school staff sees that education for a vocation is very much a part of all senior high schools.

2. Much more can be done in both the vocational and the standard high schools to train young people for specific employment, though such training may emphasize the work habits and attitudes more than routine skills in the future.

3. The war situation has shown that there is still a place in industries for those young people who have a sound foundation in the fields of mathematics, science, English, and related subjects. In fact, there are now many opportunities for employment open to such students for which the vocationally-trained student cannot qualify.

4. It is apparent that the curriculums of the two types of schools must be so flexible that successful students in one school may transfer for good reasons to the other without loss of credit. This should not be inter-

interpreted to mean that all credits from one school may be transferred without penalty to all courses of the other school, but there must be provision made so that a successful student may complete some course within the prescribed three-year limit.

5. A five-year study of employment of high school graduates shows that there is need for more training in the field of home economics since by the end of that time the largest single area of employment for girls is as housewives. A strong case can be made for adequate training in this field for boys, for as husbands they need to know the problems of homemaking. Ray E. Cheney, Superintendent of Schools.



PATERSON, NEW JERSEY. All courses of study for elementary grades have been revised within the last five or six years. Some further modification was made this year in history, geography, and elementary science because of effects of war. High school principals are preparing for revision of work for high schools. Consideration will be given to aviation, and other changes made necessary by recent events will be considered.



MILWAUKEE, WISCONSIN. Our schools are doing a number of things to adjust our curriculum to wartime demands. Our board has recently voted to offer a course in aeronautics in the twelfth year of the senior high school and a course in aviation mechanics in the boys' technical high school. Committees are now at work outlining these courses. We have also had special committees at work in the field of physics, mathematics, and industrial arts that have been organiz-

ing a list of aviation topics to be taught in connection with the regular courses in these subjects. Committees are at work revising our courses in science. A tentative course in language arts was also developed in the course of the last year. W. W. Theisen, Assistant Superintendent of Schools.



SAN LUIS OBISPO, CALIFORNIA. For the past three years the San Luis Obispo city schools, with the help of a curriculum consultant, have been engaged in a program of curriculum development for the elementary grades. Teachers were grouped according to expressed interests and committees were organized in philosophy, administration, reading, music, art, language arts, arithmetic, and social studies. Each committee mapped out its immediate problems and needs and set up plans for procedure. The reports were submitted to the steering committee who reviewed them and returned them to the committees with suggestions.

The following steps were used in developing the materials: (1) committee readings, discussions, evaluations, and a tentative summary; (2) submission of summary to all teachers and committees for examination, suggestions, and additions; (3) revision of the summary and final preparation of a bulletin presenting conclusions and recommendations for further study.

An interesting feature of the program was the first conclusion reached by each committee—that a common basic philosophy of education was essential as an initial approach. Each committee worked independently on this problem during the first year and finally arrived at a statement accept-

able to all groups. Having established a point of view, committees began a study of children's interests, community possibilities, and an evaluation of the courses of study now in use.

To date the committees have developed a workable outline of a unit of work; organized several sample units; set up a curricular sequence in social studies; evaluated and listed available materials in health, sanitation, safety, and nature study; investigated and summarized recent trends in reading instruction; and worked out art principles, materials, and techniques.

Subsequent work includes continued study on arithmetic and the coordination of special subjects with the entire school program. Violet Stone, Director of Curriculum.



PORTLAND, OREGON. Following three years of study of the existing Portland curriculum by teacher committees, a revision program was begun in the fall of 1941. So-called production committees were established in each subject-matter field with representatives from kindergarten to senior high school on each committee. These committees were delegated the duty of setting up the curriculum in their respective subjects.

A second series of committees was organized with the duty of coordinating the work by grade levels. These committees consisted of primary, intermediate, junior high, and senior high division committees. It was the primary duty of each group to see that the proposed program agreed with the philosophy, principles, and objectives determined for the whole curriculum and for each division.

Tentative courses of study will be placed in the hands of the teachers in

the fall of 1942 to be used and revised as the situation demands. A second revision will be attempted following a year of experimentation. The new curriculum will be teacher constructed and tested in the classroom. Local colleges have acted in an advisory capacity and the local organizations and clubs have participated. J. W. Edwards, Assistant Superintendent.



SAN RAFAEL, CALIFORNIA. San Rafael High School is located in Marin County, California, thirteen miles north of San Francisco via the Golden Gate Bridge. It has forty teachers, and in 1940-41 the state enrollment was 753.

Five years ago the subjects offered were for the most part college preparatory. A building program doubled the number of noncollege preparatory classrooms. A change in the guidance and counseling system gave us the basis for curriculum reorganization according to parental desires, student interests and abilities, and probable future service needs of the community. The recommendations of the counselors have been carried out almost entirely.

We now have three courses. Each has the same core requirements: state-required minimums, locally required year of high school mathematics, one year of science, freshman orientation, senior refresher of fundamentals and articulation with after-graduation plans, and home economics for all girls. A minimum of 200 semester periods of credit is required for graduation, twenty-five of which must be completed in each semester of the final year, including five or more semester periods of work directly related to the student's course. All other subjects

are electives in the sense that they are recommended by counselors to train the student for his choice of adult, community service or personal improvement objective. Each student, therefore, has a "personalized" course. About thirty-five per cent of students enroll in college preparatory courses. About twenty per cent of students are in vocational courses, receiving two or more periods a day of training for specific job services. Approximately forty-five per cent of the students enroll in an occupational training course, which gives them a good understanding of some one field of community service and an introduction to special vocabularies and skills.

The reorganized program has resulted in better equality of educational opportunity, including improved college preparatory work. It has also given us a system that modifies easily to meet unexpected student or community needs, such as training for the war effort. At the present time we are able to give our seniors who have no vocational or occupational training the pre-employment experiences they need for work in war industries. A class in aviation science will probably be included in the program next year for upperclassmen. We now have five afternoon and evening classes for adults, both men and women, open also to high school seniors. Six more classes are being formed. Teachers for these classes are taken from the industries and are rated by the success of their pupils on the job. Subjects taught are sheet metal fabrication, arc and acetylene welding, machine shop, marine steamfitting, shipfitting, marine electricity, ship carpentry, and blueprint reading and drawing.

These classes will run during the summer. Supplemental training classes

are contemplated to aid men and women in war industry to do better and more advanced work. Edwin A. Wells, Principal.



WALSENBURG, COLORADO. This coal mining community consists of 6,500 people, including the following groups: sixty-five per cent Spanish-American; twenty-five per cent American; and ten per cent Italian and Slavic.

Fortunately, the grade groups are sufficiently large to render possible a "three-track" plan, and to afford opportunity for the development of a diversified curriculum grouping based on intelligence tests, achievement tests, and individual social and personal considerations. Flexibility is the outstanding feature of the course of study for the lower groups where adjustment to fit individual as well as group needs, even to the point of radical divergence from accepted standards of grade placement of both pupils and subject matter is the order of the day. In addition, specially trained and experienced teachers are placed in charge of these groups and are given a practically free hand in the development of the particular set of activities and projects designed to meet the needs of the children. Our course of study, as adopted and approved by the board, merely states that it is the teacher's job to remedy this situation by "appropriate methods."

Most of these youngsters spend the first year in school doing the things necessary to prepare them to enter first grade the second year they are in school. Even then an extremely flexible and greatly modified course of study is indicated. It is our opinion that no teacher should be hampered by being required to adhere to any

set of methods or suffer the frustration involved in attempting to meet the impossible requirements of an inflexible course of study.

We have made some rather drastic changes in our visual education, social science, science and mathematics departments to meet the changed world picture. S. M. Andrews, Superintendent.



WASHINGTON, D. C. During the past school year the program of curriculum revision in the schools of the nation's capital has been developing steadily and as rapidly as possible in the face of the large number of emergency services which have taxed the time and energy of the teachers and supervisory officers. The year's program has included a further study and application of our philosophy of education which was adopted last year. The philosophy has been used as a basis for the establishment of four broad areas of experience: personal living, social environment, natural environment, expression and communication. With these core areas as a framework the objectives of the educational program are being set up in terms of pupil growth.

Every teacher in the Washington schools has participated in the curriculum study by answering a questionnaire asking for: (1) a list of experiences and activities and topics in which pupils have recently participated; (2) ways in which opportunities for differentiation have been provided; (3) habits, skills, attitudes, and knowledge which should be the outcomes of the child's classroom experiences; and (4) ways in which present-day practices may be revised to further the objectives of life in a democracy.

A committee is at work on a handbook for curriculum study which will utilize the returns from the questionnaire in enunciating the principles and policies for the curriculum-revision program. The handbook will also present source material upon curriculum problems for the assistance of the committees which are engaged in this work.

A glossary committee has been working for the school year upon the definition of terms used by curriculum committees. This committee has made an excellent report listing and defining the terms used in the field of curriculum revision which seem to need clarification. Since much of the difference of opinion which has been generated in curriculum discussions is based upon a hazy understanding of the working vocabulary in this field, the work of this committee has been extremely significant and helpful.

A tentative wartime program for the schools has been issued by the committee in this field which has been working for the past six months. This program, which covers every grade level, will be further revised in September for the guidance of teachers and principals during the next school year. This committee has been cooperating with the curriculum committee of the Wartime Commission of the United States Office of Education.

Committees on the courses of study which are attempting to build a unified instructional program in each subject area have been working in the following fields: mathematics, health and physical education, English, and science. All these committees are reporting progress and will continue their work during the next school year. Carroll R. Reed, First Assistant Superintendent of Schools.

EDUCATION IN AN AGE OF DECISION

By GEORGE S. COUNTS
Teachers College, Columbia University

THE PRESENT IS AN age of decision. It is an age that surpasses, in its implications for the future of all mankind, any other age of history. It is an age which involves the entire earth in war, revolution, and counter-revolution. It is an age in which great choices are forced upon men—choices so sweeping and profound that they may set the patterns of life for generations and even for centuries. Already some new world is being forged in the flames of battle and at the council tables of the nations. But whether this new world will be better or worse than the one we have known will certainly depend on the issue of the struggle which has now enveloped practically all countries and peoples.

I recall telling my classes in October, 1938, immediately following the shameful and calamitous Munich pact that I did not expect to live to see as good a world as the one I was born into toward the close of the nineteenth century. Today, because forces are now gathering which may turn back the tide of aggression and barbarism, I feel somewhat more optimistic. Yet, as we look about us today with undimmed vision, we must see that we stand on the very brink of disaster—a disaster so monstrous that we scarcely dare contemplate it. If the Russians had not been drawn into the struggle on the side of the democracies and if they had not fought with unsurpassed valor, tenacity, and brilliance, we already would be building our "Magainot Line" along the shores of North America. And if we cannot soon wrest the initiative from the enemy, we may find ourselves standing alone against

the forces of an Axis which will have at its disposal the resources of four-fifths of the earth.

The stakes of this war are life and death. Winston Churchill, in his great address before our Congress, spoke only the plain truth when he said that the struggle in which we are engaged is a *mortal* struggle. It is mortal for nations and peoples. It is mortal for ethical conceptions and ways of life.

We fight first of all for simple survival as an independent nation. This is not exaggeration. Hitler has demonstrated by every word he has uttered and by his policy in conquered Europe that he has the desire and the will to enslave and destroy. According to the Nazi philosophy, which is not to be distinguished significantly from the philosophy of the military caste that rules Japan, no nation should ever fight the same war *twice*. The victor should so maim and cripple the vanquished that, in the words of Hitler, they "can never rise again." The ancient Romans, says this philosophy, made two mistakes in their dealings with the Carthaginians. They fought three wars when one should have sufficed.

But, someone will demur, though Hitler may have the desire and the will, he does not and cannot have the power. History demonstrates, so it is contended, that no single tyrant or nation of tyrants can rule the world. As a matter of fact, history demonstrates nothing of the kind. Such an assertion reveals the mentality that crouched behind the Maginot Line, sat in the seats of the mighty

in prewar Paris and London, shaped the policies of Scandinavia and the Low Countries, slumbered at Pearl Harbor and Singapore, and court-martialled General William Mitchell. The American people will never sense their peril until they realize fully that a great revolution has already swept the earth — the technological revolution. The advance of technology has transformed the modes of production and exchange and the ways of transportation and communication. It has also transformed the methods of warfare and created the instruments through which a single nation or class may rule the world—rule the world as easily as despots ruled small states at the time of the founding of our republic. Failure to comprehend the significance of this revolution has brought us to the present dark and tragic hour.

We fight, however, for more than national survival. We fight for conceptions of man and society. We fight for the preservation and the fulfillment of the greatest and noblest tradition of history. We fight for the rights and the privileges of free men. If we lose this war, there will not be a spot on the planet where the Declaration of Independence will be revered or the Bill of Rights respected. Gone everywhere will be the right freely to think, to speak, to worship, to write, to assemble, to petition, to organize, to learn. Gone will be the tradition of free inquiry, of search for truth, of faith in the liberation of the human mind. Men will live according to the dictates of a minister of propaganda and under the fear of the tortures and obscenities of the concentration camp. The very idea of the dignity of the individual and of the integrity of personal relationships will be driven into the caves, the cel-

lars, and the dungeons of the world. The conception of the brotherhood of man, the most sublime achievement of the human mind and heart, will be mocked and reviled. We shall live in a world governed by the ethics of a savage tribe.

II

We must realize that the price of victory in this struggle will be heavy. We must banish utterly the last vestige of false pride and complacency. For too long have we engaged in the comforting pastime of adding together the wealth, the populations, the natural resources of the United Nations, and of equating the grand total with victory. For too long we have left out of this equation the psychological or spiritual factors involved in the struggle. We must face the facts, however unpleasant those facts may be, and make the sacrifices which they require. In the months and years ahead we must be prepared to pass through the valley of the shadow of death.

The tragedy that we face is partly of our own making. Almost a generation ago we poured out blood and treasure, professedly to make the world safe for democracy and to inaugurate an era of peace and justice throughout the earth. Then we ran away from both our responsibilities and our opportunities. We thought we could abandon the rest of the world to its fate and build on this continent a kind of material paradise, apparently made possible by our great natural riches, our technical progress, and our geographical isolation. Having employed the sacred slogans of democracy, justice, and peace to win the war, we straightway forgot them and refused to apply them either to

purifying our own society or to ameliorating the condition of the oppressed and down-trodden millions beyond the seas. We came to terms with the class and race privileges, toward which we had sworn eternal hostility.

We lived through the disgrace of the nineteen-twenties. The more fortunate among us scrambled madly for unearned dollars, flouted the laws for booze and excitement, and thanked God we were not like other peoples. Then, when the great domestic crisis overtook us in 1929, we had neither the understanding nor the national resolve to meet it successfully. In spite of the heroic efforts of a great national leader who marched far in advance of most of us, we were unable to utilize fully our productive energies or put our people to work until the present war provided the necessary motive power.

And, as we watched the forces of aggression advance in the world, we did little to halt them. As they marched from one conquest to another we comforted ourselves with the thought that they would never reach us. Indeed, some of our more privileged citizens, fearing the popular demand for a more equitable distribution of the good things of this world, saw safety for themselves and their possessions, first in the assurances of Mussolini and later in the promises of Hitler. Others of us, well-meaning enough for the most part, thought to tame the Nazi beast by feeding and pampering it in its infancy. In so doing we hoped to change its nature. We merely sharpened its appetite and increased its strength.

Our education, we must confess, drifted for the most part with the currents of the times. Most of us in the schools did our jobs in a routine

sort of way, without inspiration or passion. We did what was required or expected of us. We made marked advances in the techniques of teaching the "fundamentals," in giving to boys and girls facts about the social and natural world. We encouraged and equipped them to play the old American game of striving for individual material success. But with regard to their duties and responsibilities as members of a democratic society we did comparatively little. In civic education we gave them a diet of milk and water. We taught them timidity, complacency, skepticism, and even hypocrisy. We taught them to repeat the words of our great heritage of liberty and equality. We would have been frightened, however, if they had proceeded to translate those words into action. We even thought it unbecoming or unprofessional of a teacher to endeavor to give to children the loyalties which free men must cherish and defend to the death if they are to remain free. In pursuing this course, to be sure, we were merely expressing the outlook and will of the articulate American citizen. We justified our course with the excuse that the schools of a democracy can never rise much above the moral level of the supporting community.

III

Aside from doing whatever we can to win the war, we should do three things through the schools.

First of all, we should give to the young an understanding and an appreciation of the great technological revolution that has swept over the earth. This means far more than a study of science and technology from kindergarten to university. That, of course, is necessary, but it is not enough. We should get boys and girls

to see and appraise the implications for human life and society of the great discoveries and inventions of recent generations. We should help them to grasp the significance of the fabulous power that these inventions and discoveries have placed in the hands of man power to produce goods and services, power to enlarge and enrich the life of all, power to mold the mind of vast populations, power to degrade and impoverish, power to torture, to kill, to destroy. Also we should help them to understand the new patterns of social structure and relationships which these same advances have brought in their train—the extension of community boundaries and institutional reaches, the integration of society on a scale hitherto unimagined, the contraction of the earth to the dimensions of a neighborhood, the compounding of disaster resident in the parochial, class, national, religious and racial prejudices and hatreds of the past, the laying of the foundations of some kind of world order. In a word, we should strive actually to induct them into the age in which they must live.

Second, we should give to the young a great and challenging conception of American life and destiny. Here we should identify ourselves boldly and imaginatively with the democratic and humanistic heritage of our people—with the Judaic-Christian teaching of human brotherhood and individual worth, with the struggle of the common man on this continent to conquer precious rights and rise to his full intellectual and moral stature, with the great affirmations of the Declaration of Independence, the Federal Constitution, the Gettysburg Address, and the Atlantic Charter. Identifying ourselves with this heritage, we

should endeavor to give social direction and moral purpose to our entire educational enterprise. If we are to avoid sterility, moreover, we must succeed in conveying to the young a dynamic conception of America—a conception of an America with a future as well as a past, a future bright with hope and adventure, with opportunity for significant sacrifice and achievement. We must convey to them the idea that America is not finished, but rather is in full career both at home and in the world. We must teach them that as they strive to bring liberty and justice to all, they are doing their part in fulfilling the glorious promise of the history of our people. We should teach them to love, as well as understand, the ways and purposes of democracy.

Third, we should give to the young a vision of a world order in which the American people can live as a free nation. We should tell them definitely that some kind of a world order is coming. This the technological revolution has decreed. This also the experience of the past quarter of a century has clearly demonstrated. If Hitler wins, that world order will be an order ruled by a master race or people, with other races and peoples assigned to varying degrees of servitude and slavery. If we win, let us hope that it will be an order of free and equal peoples. This means in general that we must remove the severe disabilities which the strong, ourselves among them, have sought to impose upon the weak in this world. This means in particular that we must recognize the colored peoples of the earth as having equal rights to the material and spiritual heritage of mankind. Only as we succeed in guaranteeing freedom and justice to others can we place

freedom and justice to ourselves on a durable foundation. These things we should teach to our children.

IV

As we move into these fateful years of decision, let us not be diverted from our course by those relatively petty differences which in happier times may have divided us. Let us unite in terms of the tremendous stakes of the struggle.

And here perhaps we can learn from those who have already fallen before the Nazi power. There is wisdom in these words of Ingvald Haugen, president of the Norwegian Seamen's Association and member of the Executive Council of the Norwegian Federation of Labor, a contemporary viking, who today, with thousands of his exiled countrymen, traverses the perilous seas to win back the liberty of his people:

"We who would not or could not create security against fear and famine among the underprivileged have seen

rich and poor alike reduced to a destitution far worse than that of our most wretched slums of yesterday.

"We who squabbled in our own household over ancient prejudices of race or religion and over petty differences of politics or trade have learned that sectarian divisions can expose a people to the furious violence of Nazi assault and persecution.

"We who saw the class struggle blind both capitalist and laborer to the fury of the gathering storm know now that both lost in their folly far more than either had ever hoped to gain."

Let us pray that no one among us will ever speak thus as an exile in a foreign land. Let us also work and struggle without ceasing to this end. In such an undertaking the schools must play a large and responsible role. But, if they are, they will have to undergo profound change in both philosophy and program.



WARTIME ADJUSTMENTS IN DAYTON SCHOOLS

By EMERSON H. LANDIS
Superintendent of Schools, Dayton, Ohio

IN DAYTON, EDUCATION cannot go on as usual, but must, in the midst of wartime demands, avoid the danger of neglecting the very things which make us a great people and for which we are fighting. Before the United States declared war, we put into action the resources of all of our schools in expanding the defense training program for men for war industry. Since the attack of Pearl Harbor and the declaration of war, the program in our schools in all departments has been rapidly changed. The areas in which the Dayton schools have been active are:

Physical fitness and health. During the last six weeks of the school term 1941-42, a physical fitness program was inaugurated in all high schools. This program is being continued during the fall months and will be revised for use during the winter months. A course outline in personal health for high schools has been completed and special health courses are being taught in all high schools. New text materials in the field of health for elementary schools have been furnished and course outlines are being completed.

Approximately 1,500 pupils in the elementary and high schools were enrolled in the first-aid classes last year. These classes were taught by our own teachers who had taken necessary training. On September 10 an advanced course for teachers opened and on September 21 an instructor's course was given. These courses are offered by the Montgomery County Chapter of the American Red Cross.

Mathematics. Suggestions for integrating aviation education with mathematics have been issued. A course in general mathematics has been introduced in grade nine.

Radio code. With instructors furnished by the local Amateur Radio Operators Association, 200 high school pupils are instructed in the sending and receiving of radio code. Facilities and equipment are furnished by the schools. If possible, this course will be repeated this year.

Communications. A course giving general information on the importance of communication and types and uses of communication facilities was offered on an experimental basis in one of the high schools last semester. This program will be expanded.

Vocational education. The Vocational Training for War Production Workers program has been operating twenty-four hours a day at Parker Vocational School since the program was inaugurated as VEND program. Since that time three other high schools have been opened for this work. Both men and women are enrolled.

The regular Smith-Hughes and George-Deen Act work in both the day high school and trade extension classes at Parker is being expanded. At this school a three-year sequence in aviation has been developed and is being inaugurated this fall.

Industrial arts. Semi-technical or general occupational education has been emphasized in all school shops the past year. Basic skills in the use of tools, machinery, and materials are developed. Drafting and blueprint reading are examples of work to be stressed.

About 400 model airplanes were made for the United States Navy.

Aviation. Preflight aeronautics courses based upon the Civil Aeronautics Administration courses are being taught in every high school. Ten Dayton high school teachers were enrolled during the summer in an official C. A. A. ground school course. These teachers are teaching the high school classes. Suggestions for integrating aviation education with mathematics, science, and social science have been issued. A three-year course is being opened at Parker this fall.

Nutrition. Special materials were presented during the last school term in conferences of home economics teachers and additional time for units on nutrition was allotted. The teaching of nutrition is a part of the health and social science program in the elementary schools. One section in the new Personal Health Course for High Schools is given over to the subject of nutrition.

Home nursing. Increased time in home economics courses is allotted to home nursing and more use of equipment is made. Arrangements are now being made through the City Health Department and the American Red Cross for a refresher course in home nursing for our teachers.

Consumer education. The home economics department last year enlarged the units in consumer education which included material on the sources of consumer information and techniques of selecting goods.

Photography. In one high school a special class in photography was conducted during the last term. The relationships of photography to the war effort were emphasized. This course had certain prevocational values.

Social science. All social studies teachers in grades seven through twelve give time to the discussion of "What War Means to Us." A teachers' guide issued by the United States Office of Education is used. Current affairs are given a prominent place in the program.

A course on the history and culture of Latin and South America is given in one high school and the experience points to a need for extension of this course to other schools, either as a separate course or as a part of present history courses.

The social science course outline for grades five and six has been revised so that about fifty per cent of the time in grade six is given over to a study of Latin and South America.

The Social Problems Course for grade twelve has been revised. A large portion of the time will be spent upon economic problems with particular emphasis upon those problems growing out of the war. Units emphasizing the possible contributions of America in the postwar world are included.

Commercial education. The commercial departments of the high schools have rendered excellent service in preparing pupils for civil service jobs and for work in war industries. The business machines course introduced last year is providing much needed training in this field.

Night high school. This program which was resumed on a nontuition basis is affording training opportunities for out-of-school youth which will prepare many of them for critical occupations.

Guidance. Up-to-date occupational information materials have been added in large quantities to high school libraries, assistant principals in the high

schools have been freed from teaching duties in order to do more counselling, and each high school has appointed a staff member to be responsible for gathering and disseminating information regarding training opportunities in the military forces. Mechanical aptitude and clerical aptitude tests are being administered each spring. Results are used in guiding pupils into courses and occupations. Group enrollment of seniors with the local Federal Employment Service has been provided for during the past two school terms.

Volunteer services. Several thousand high school messengers have been trained in the high schools for the local Defense Council. Elementary and high school pupils have made significant contributions to the salvage campaigns and are well organized this fall to take a still greater part in this program. Pupils of the Dayton schools purchased \$92,930.80 worth of War Savings Stamps and Bonds from February, 1942, to June, 1942.

Many classes and school clubs constructed and repaired garments for the American Red Cross and other welfare organizations. At the McKinley Occupational School students constructed 150 stretchers to be used by the American Red Cross. These stretchers are so constructed that they may be used in the emergency ambulances being furnished by various business houses.

Teachers and administrators rendered excellent service at the time sugar rationing was inaugurated. Many teachers and administrators are actively engaged in the various activities of the local Defense Council. During the past school year definite

directions were issued to the principals as to the proper manner in which air raid drills are to be conducted. Each school conducted these drills periodically. The Board of Education has made all school buildings available as disaster centers.

The Curriculum Department and the War. Assistant Superintendent Boda, in charge of curriculum in the Dayton, Ohio, schools, recently prepared a mimeographed summary of the National Institute on Education and the War for distribution among the local teachers. The bulletin contains a series of recommendations and a proposed plan of procedure for the curriculum department, which includes the following: (1) An executive committee of the High School Central Advisory Committee of the Curriculum Department will immediately outline a general program whereby all subject areas may contribute to the war effort. (2) All City-Wide Subject Area Committees and a committee composed of high school librarians will study suggestions made in the summary of the institute proceedings and in other material available and take immediate steps to make necessary modifications in their courses. (3) The Elementary Advisory Committee of the Curriculum Department will outline steps to be taken to adapt subject matter to the needs of the war effort, with special emphasis on health, hemispheric relationships, and the fundamental tool subjects. The carrying out of the proposals will necessitate the temporary deferment of some plans for curriculum study which were to have been carried out this year.

SUPERVISORS AND CURRICULUM DIRECTORS HAVE A COMMON FUNCTION

By DALE ZELLER

Professor of Education, State Teachers College, Emporia, Kansas

TRADITIONAL IDEAS of the work of supervisors and the work of curriculum directors must be dispelled before it is possible to establish basic principles on which the leadership of supervisors and curriculum directors may be coordinated in improving instruction. Traditionally, a supervisor was concerned with the methods and techniques of teaching subjects, either general or special. Her business was to help each teacher attain predetermined and identical subject-matter goals for all children in given grades in a public school system. Usually she set the goals or informed teachers of the goals and by personal visitation and interview helped teachers attain them as uniformly as possible. This conception of her duty was based on a lesson assigned to be learned—recitation concept of learning. Her results were measured in terms of subject-matter accomplishments. A good supervisor obtained the cooperation of her teachers. Traditionally, this meant that the supervisors formulated the plans which the cooperating teachers carried out.

Traditionally, although the tradition is a brief one, the curriculum director was in charge of producing courses of study in subject-matter fields. Occasionally this involved a reshuffling of predetermined subject matter and the supplementing of textbooks by additional material. The supervisor was the person who was responsible for carrying out the courses of study which were developed by a small committee working in subject-matter fields under the direction of the curriculum

director. The writing of new courses of study was episodic, and no provision was made for a continuing program of curriculum development. The courses of study which the supervisors attempted to interpret to the teachers were fixed and rigid.

Provision for supervisory services in a public school system is of recent origin, and provision for the services of a curriculum director is even more recent. Both positions grew from the need for a particular kind of service which was not then available. The functions and activities of each had their roots in an authoritarian conception of leadership and in a mechanistic conception of learning. In the relationship of leader and follower today, there are no superiors and no subordinates. There are only a group of people interested in a common task or engaged in solving a common problem. Some of the group are in positions of leadership for the time being, and leadership implies an obligation to lead in ways of attacking common problems so that the abilities and ideas of all the people concerned with the problem may be utilized. The leader is not responsible for giving the answer to the group, but he is responsible for providing means of attacking the common problem so the group may find a working solution and as a result each, because he has worked with the whole, may relate his part to the whole.

What is the work of the supervisor, and what is the work of the curriculum director? Isn't it to improve instruction, to improve the living that

results when teachers meet in classrooms with children? Both are concerned with the development of a program of improvement of instruction through the growth of teachers. Those supervisors and curriculum directors who base their objectives of education in personality growth of the children and who accept the function of any program of in-service training of teachers to be the promotion of growth of the teacher agree on the necessity of an experience curriculum. They also accept the obligation of leaders whether superintendent, principal, supervisor, evaluator, or curriculum director to help teachers evolve cooperatively a total series of experiences for children under the guidance of the school, to which all teachers contribute, and to provide guidance by which a particular teacher may develop a program for a specific group of children in a community in relationship to the entire program of child living. Such a relationship expressed itself traditionally in terms of subject matter. Teachers were urged and helped to make their program fit with subject-matter goals of the grade preceding and work to be done in the grades following; schemes were devised to articulate the work of the elementary and secondary school; the work of secondary school and college. The supervisor had this job. Under these conditions the objectives of the subject, the sequence of materials, etc., were dictated to the teacher; seldom did she help evolve them.

Just as the concept of democratic administration has superseded the concept of the administrator as dictator, just as the mechanistic psychology of learning has given way to the acceptance of learning by experience, so has the function of curriculum as writing

courses of study in subjects been replaced by an effort to provide a program of living for children and the work of a supervisor has changed from that of a dictator to that of a democratic leader. The good supervisor and the good curriculum director have always been able to secure cooperation, but the traditional attitude about cooperation has been modified. It is immaterial whether the person who is administratively responsible for setting up the democratic machinery be an assistant superintendent, a curriculum director, or a general supervisor. Too often in the past each member of a staff has gone a separate way, and the total program was derived by adding together all the separate parts, planned and conceived in isolation. Then a classroom teacher with her children was unable to develop her program out of a comprehensive one which she had helped evolve. Her struggle was to carry out all the orders.

After the total program of a school system has been evolved with suggestions for aiding the classroom teacher make the best program possible for her children, the teacher has need of many kinds of help in her planning and executing of her plan. Service of experts should be available: the child guidance person, the specialist in technique and materials, the specialist in evaluation. These services should be available when the teacher feels the need for them. Supervisors or curriculum directors may meet this need. There is no program of supervision apart from this need; there is no continuing program of improvement of instruction aside from this. These are the services—the kind of leadership that sets up the machinery for an all-out attack on the total program, and

the help for teachers from specialists as the teacher attempts to modify her program in harmony with the directions determined through group study and agreement.

Granted that the aims of supervision and the aims of the department of curriculum are one and the same in a school system and that the activities of both spring from fundamental issues and problems involved in a curriculum program, under what conditions can they best be coordinated? The answer is derived by considering the services to be rendered and the conditions under which the services are to be developed. Each should possess as part of his professional equipment the technique of organizing a community, a county, a state, or an individual school system so as to utilize all the resources of the school and community in a continuing program for the improvement of the learning and living of children both in and out of school. Then the size of the community and the needs and resources available determine what part of the total task falls to people who are participating. Whether a school system has assistant superintendents, general and special supervisors, special health services, visiting teachers, bureau of measurements or evaluation, curriculum directors; whether the principals are responsible for the improvement of instruction or not, the task to be done is the same. Each person involved in the setup must find his field of service out of a total program cooperatively evolved, and the leader who deals with the total situation is the person to make the democratic setup.

What is the situation in which the services of the supervisor and the services of the curriculum director need

to be coordinated? The demand for these services exists even in a small system, one that makes no provision for either supervisor or director of instruction. The administrator must assume the leadership; and as the aim of administration is the improvement of child living, he must use the same techniques and principles outlined for a curriculum director or a supervisor. When a school situation becomes sufficiently complex to demand additional services, a supervisor is usually employed. This person should then be responsible for a program of improvement of instruction from the time a child enters school until he leaves.

The emphasis then is not upon name or position. The emphasis is upon the services to be rendered. The services needed demand a special kind of training both in pre-service and in-service programs. The leadership role of the in-service training of teachers through a cooperative attack on providing a design for living under the guidance of the school falls alike on those who are responsible for leadership in any particular situation, whether this leadership is vested in the state system of education, or an isolated city system. The program comes from common planning by the teachers as a group, and provision must be made for the help of experts in planning and executing. The responsibility for the machinery by which the best planning can be done falls upon the leader, and the title may be curriculum director, supervisor of subject or school divisions, assistant superintendent, or director of instruction. Whoever is responsible for developing a part of the whole must have the same concep-

tion and technique of democratic leadership.

What are some of the principles that apply to the work of the supervisor and the curriculum director as dynamic democratic leaders? Briefly, they are these:

1. In all relationships the right of the individual to participate in formulating group purposes must be respected and provided for. This means that the curriculum director and the supervisor provide opportunities for formulating policies and purposes from group discussion and group decision after issues have been studied. The program grows from the people involved and is not handed to them, not even benevolently.

2. After group purposes have emerged, opportunities for group planning to carry out the purposes must be provided by the democratic leader.

3. Each member of the group may sometime be in the position of leader of a smaller group. Insistence on democratic procedure in this relationship is imperative.

4. The supervisor or the curriculum director will not be violating democratic practice when he bases participation of the group in the execution of group purposes on competence. This implies that the most competent will develop guides for instructional improvement after the group has felt the need for them.

5. The supervisor and the curriculum director should provide continuing opportunities for group purposing, planning, and evaluation of policies and procedures.

6. The teacher should determine when and what kind of help she needs in modifying her own program of instruction within the general framework the group has designed. The

supervisor or the curriculum director is the person who is obligated to furnish the help she wants and needs. At all other times she should be free from intrusion.

7. A democratic attack on the problems and issues involved in developing a curriculum implies voluntary participation. The democratic leader should be competent in developing a sense of obligation on the part of all concerned for studying issues and problems, but participation should not be attempted by compulsion.

8. The democratic leader is obligated to provide opportunities for developing a common philosophy of education through group discussion and conclusion. He does not dictate the philosophy. The same procedure underlies the development of a psychology for organizing learning.

This concept of the function of the supervisor and the curriculum director to provide and maintain democratic conditions for working together is easier to see in an in-service program of education than it is to see in a pre-service program. But if the preservice and in-service training of teachers is to form a continuous program, the concept of the relationship of supervisor and student teacher must be modified and the same principles of democratic leadership applied. Brevity forbids illustrations.

Fortunately, promising efforts are being made in both the in-service and preservice programs, so none may say the idea is impractical. What could we hope for in the way of democratic leadership in government and politics if such leadership were found to be impractical in the schools whose only excuse for existing at public expense is to help democracy solve its problems of living?

NEW PROFESSIONAL PROGRAM FOR TEACHERS

By GEORGE H. HILLIARD and ORIE I. FREDERICK

Western Michigan College of Education

THE PURPOSE OF this article is to acquaint the reader with the development and present status of the new program in the professional education of teachers at Western Michigan College of Education. A program of action has been approved by the faculty, and it went into effect in the fall of 1942. The basic professional program consists of three major divisions required of all students preparing to teach, starting in the second semester of the sophomore year and continuing into the first or second semester of the senior year. These major divisions are called: (1) Human Growth and Development; (2) Introduction to Directed Teaching; and (3) Integrated Education Program for Seniors.¹ Elective courses in education and resource or methods courses in various subject fields are also offered, as in the past, to provide for the students' specialized interests. The number of curricula leading to certification has been reduced from sixteen to two—these being called *elementary* and *secondary*, but retaining the essential elements included in the former classifications. Besides these, the college still offers general degree and preprofessional curricula.

The course in Human Growth and Development may be taken in either the sophomore or junior year. Its purpose is to acquaint the student with a working knowledge of the human being whom he is to guide and to point the way of growth and development from the beginning of life to maturity.

The course replaces those formerly given in our institution under the titles of Educational Psychology and Child Psychology. The organization of the new course points the way to what is believed to be a better notion of the growing child than has been possible in many child psychology or educational psychology courses. There is a great deal of stress on the biological, social, and personality growth of the normal child. This cannot be done merely by reading books or listening to lectures. There are opportunities for observing children, becoming acquainted with case studies, discussions and conferences, as well as the study of the students' own growth and development.

The second course in the sequence, Introduction to Directed Teaching, is a direct outgrowth of the one on Human Growth and Development with the emphasis upon the child in the schoolroom. The immediate aim of the course is to prepare students for successful student teaching. It deals with problems of organization and management of the school as well as the selection, organization, adaptation, and presentation of materials of instruction necessary for teaching-learning situations. It includes such topics as: (1) the purpose of education in American democracy; (2) the function and organization of our present American public school system; (3) factors which condition the learning process; (4) the selection and organization of teaching and learning activities; (5) special types of learning, such as habits and skills, attitudes and appreciations, and knowledges

¹Detailed mimeographed reports on this new professional program may be secured from George H. Hilliard, head of Department of Education, Western Michigan College of Education, Kalamazoo, Michigan.

and understandings; (6) cocurricular duties of the teacher; (7) the development of standards for observing teaching-learning situations through directed observation, frequent and close contact with the training schools, visits to near-by outstanding schools, and by a study of various records and rating scales of teaching efficiency. It replaces our former course called Principles of Teaching and has Human Growth and Development as a prerequisite.

The major change in the new professional work is to be found in the third unit of the sequence called the Integrated Education Program for Seniors. This work includes three related aspects or phases: Directed Teaching, Laboratory in Education, and General Educational Problems. This unified program for seniors is based on the needs and problems of students who are doing their directed teaching and are soon to enter the teaching profession. Many of the seniors devote one semester entirely to this integrated professional education, which carries fifteen semester hours credit. They devote half of each school day for one semester to Directed Teaching and the other half day to Laboratory in Education and General Educational Problems. Those who find it desirable may take the General Educational Problems (three semester hours) during a different semester from the remainder of the program.

In the Directed Teaching aspect of the work, students are expected to become acquainted with the whole program of the training schools in which they teach. In addition to observing and teaching, student teachers participate extensively in planning assemblies, sponsoring clubs, and cooperating in

other activities of the school and community.

The second phase of the integrated education program for seniors is the Laboratory in Education. Students work individually and in groups on problems which they are facing at the time or will face soon in their directed teaching. Each laboratory group has one faculty member as a group leader, allocated to that group in terms of past training and experience. Suggestions and guidance are afforded also by other faculty members invited at appropriate times to meet with the laboratory groups for the help they can give the students. Visits are made to various business, educational, governmental, and social organizations in Kalamazoo and near-by centers. Use is made of visual and auditory aids, many schoolbooks, professional books, courses of study, bulletins, pamphlets, educational periodicals, and mimeographed materials which are of assistance to the students in solving their actual teaching problems. To the extent thought desirable by the group concerned, specific applications of General Educational Problems considered in general sessions are discussed in the laboratory.

At present there are three laboratory groups for elementary education and two laboratory groups for secondary education. The number of students per group does not exceed twenty-five. Two elementary groups and one secondary group meet for two hours each of five days per week in the forenoon. One elementary group and one secondary group meet similarly in the afternoon. Two hours of this time per week, each group has a joint session with some other elementary or secondary group to compare and dis-

cuss their various problems, needs, and viewpoints.

Each laboratory room is equipped with tables, chairs, a filing case, and bookshelves. The institution, the laboratory staff, and others together have provided approximately six thousand dollars' worth of schoolbooks and professional materials for use in the laboratory. These materials are located in the central library room of the laboratory and in the three laboratory rooms. Thus the materials are readily accessible to the students needing to use them.

A committee composed of the prospective staff of the Laboratory in Education met weekly for five months to plan cooperatively for the launching of the laboratory work. The committee considered the purposes of the Laboratory in Education, desirable guiding principles for its operation, equipment needed, problems student teachers are likely to face, and the approximate order in which they probably will face them, instructional materials most helpful, types of activities desirable in the laboratory work, and evaluation of laboratory experiences by students and staff members.

The third phase of the integrated program of professional education for seniors is General Educational Problems. The three laboratory groups in the forenoon come together for a general session an hour in length at eleven o'clock on Monday, Wednesday, and Friday of each week for the consideration of problems of general interest and value to teachers of all areas and

grade levels. Likewise, the two afternoon laboratory groups meet together at three o'clock on the same days. Faculty members and other educational leaders are invited at appropriate times to present certain topics with which they are especially familiar.

The General Educational Problems include such topics and problems as educational policies in a democracy, the various conflicting philosophies and theories of education, changes and trends in education, guidance responsibilities of teachers, relationships between teachers and other school personnel, professional ethics in teaching, problems of placement and promotion, school and community relationships, and responsibilities of schools in times of emergency such as the present war.

The integrated professional education program for seniors is a continuation of an effort to provide an ever-improving program of education for teachers. The professional work is related more closely than formerly to the problems of the students in their directed teaching. A wider variety of books and other professional materials are readily accessible to students for use in dealing with their actual problems. Students are given more contacts with staff members who can assist them. The laboratory situation fosters more interchange of experiences and viewpoints by student teachers. The staff and students continuously evaluate this program and seek at all times to improve its procedures, content, and activities.

These Articles Are Short and to the Point

THE CURRICULUM ORGANIZATION OF THE ELEMENTARY SCHOOLS IN CHEYENNE, WYOMING

By P. T. Pritzkau, Director of
Elementary Instruction, Cheyenne,
Wyoming, Public Schools

THE ORGANIZATION FOR continuous curriculum revision and development in Cheyenne, Wyoming, has been functioning for three years. Originally the committees were organized according to subject fields. Each committee was under the chairmanship of the Director of Elementary Instruction. This year we have, in addition to subject field committees, a Planning Committee, a Personality Committee, and a socialization arrangement through which the different committees interact in considering their problems.

The Planning Committee consists of two representatives from each grade school elected by the teachers of the grade school and all the principals. This committee meets at the beginning of the year for the purpose of singling out some of the problems of the curriculum which need study for the year. Previous to the meeting of the committee, however, the Director of Instruction issues a bulletin which contains some of the problems which have come to his attention during the previous year. The other committees are Language Arts, Arithmetic, Science, Social Science, Personality and Character, Health, and Kindergarten. Previous to the choice of the members for the committees, a questionnaire

is sent out by the Office of Elementary Instruction on which each teacher may record his first and second choice. In so far as possible, assignments are made on first choice and occasionally a second choice has to be given. Two principals are assigned to each committee in an advisory role, although all the principals are urged to attend any and all committee meetings.

The problems which have been sifted out by the planning committee are allocated to the various subject and experience field committees. The chairmen arrange for their meetings by listing the problems which will be brought up for discussion in the school bulletin. Then, they further perfect the study organization by assigning each problem to a subcommittee.

These subcommittees meet when it is convenient and necessary to arrange for the further study of their problem. As a matter of fact, the problem may not need too extensive study and recommendations may be made very soon upon the findings of that subcommittee. The recommendations as they are received by the Office of Elementary Instruction are sent out to the various teachers so that they can get acquainted with them before they are put into practice. During this familiarizing period, the Director of Instruction makes frequent contact with the various teachers so as to further bring about a better understanding of the intent of the recommended practice.

The committee members suggested that each committee send representatives to each and all committees from time to time so that no committee will be working by itself, but rather that all efforts be interactive with the other subject and experience fields. Frequently, one committee issues an invitation to another committee to come and participate in the proceedings. For example, the Language Arts Committee issued an invitation to the members of the Personality and Character Education Committee because it was felt that what was done in one committee vitally affected the work as it would be put into practice by the other committee.

To illustrate the working of a committee, let us trace a problem through from its inception. During the previous year, considerable discussion had been entered into on various occasions about the emphasis of creative writing as a motivating force and also a contributory factor in learning. The Language Arts Committee, therefore, took the matter of creative writing under advisement and assigned it to a subcommittee. The subcommittee read all that was available on the subject of creative writing. Frequently, the committee met to go over samples of creative writing that had been sent in from the various schools to the Office of Elementary Instruction. This committee finally agreed that it would be a good plan to send out a monthly bulletin containing some of the writings of various children, as well as indicating some of the suggested practices by which creative writing can be made a dynamic and effective part of the school program.

It should be noted that the committees are not organized for the purpose of writing courses of study. As a

matter of fact, that has been discouraged. Rather, they are determined to interchange accounts of successful practices.



THE CURRICULUM OF THE SMALL HIGH SCHOOL

By Fred J. Greenough, Principal-Superintendent, Carpinteria, California, Union High School

SIMPLY STATED, the guiding principles of this school are: (1) the high school is primarily concerned with the interests of every adolescent youth of the community; (2) the pupil is to be given the opportunity to develop as a functioning member of a democratic society; (3) the educational program should be organized in terms of experience units derived from the basic functions of society, including health, recreation, socio-civic, and vocational; (4) the curriculum is a continuously developing process conforming to the continuous change in life about us.

Within the curriculum of this school is a "general education" core that is shaped around the State Board of Education requirements. Briefly summarized, these requirements include: (1) three years of English; (2) social studies, ninth grade; (3) United States history, eleventh grade; (4) senior problems, twelfth grade; (5) science and mathematics, ninth grade; (6) elective science; and (7) physical education, four years.

There are three general curricula included in the school's program: (1) general education courses; (2) pre-vocation experiences; and (3) college preparatory courses.

Within each department and between departments, efforts are directed toward arrangement of a sequential order of experiences from one year

or grade level to the next. Each teacher is expected to develop the sequence within each unit of work according to the maturation level of the individuals in his or her classes and in collaboration with other teachers determine the general continuity of experiences within the school's curriculum.

The sequence in English is planned to develop a command of the fundamental skills, both written and spoken. The socio-civic experiences have been expanded to include a three-year sequence starting with a general orientation course in the ninth grade, developing into problems of a national and international scope in the eleventh and twelfth grades. Sufficient emphasis is given social studies at all levels to assure a continued and increasing understanding of this world, its people, their customs, historical backgrounds, and problems.

Orientation to the school and its environment is usually the integrating theme of the ninth grade English and social studies "foundations" classes. Social understandings developed during the three-year sequence are summarized in the senior problems class in the twelfth grade. This year a rather intensive study of democratic procedures in government, vocations, human relations, personal problems, college opportunities, and other related problems is undertaken. This course is required of all students.

This school, though small, has an extensive list of departmental offerings that have, with varying degrees of success, satisfactorily met the needs of a majority of our students. Art, music, industrial subjects, commercial subjects, homemaking, agriculture, work experience—these, in addition to the so-called academic subjects, pre-

sent a varied and well-rounded curriculum.

Extracurricular activities further expand the possibilities for students with special interests and talents. The activity period comes directly after lunch and has developed into a valuable part of the school's daily schedule.

Evaluations are constantly being made, not only in the classroom, but throughout the school and community. Progress of students and graduates is carefully recorded and studied as a basis for modifications in our practices. A testing program is in the process of being developed that not only includes achievement and intelligence tests, but personality and social adjustment ratings as well. Vocational aptitude tests are given in the twelfth grade as part of the vocations unit in the senior problems course. Health records are complete and on file in the school for study by the teacher in collaboration with the school nurse.

In the development of the course on the eleventh-year level, a new plan combining American history and American literature was introduced this year. It was felt that by presenting these two fields of American life and background together, students would learn to associate contemporary happenings in the political and economic world with those in literature, getting a wider comprehension of the ideals of this country.

The plan provided for two sections of this core course, each one hour in length, with a team of two teachers in charge, each collaborating with the other to achieve a unity of background and development in the whole area of American growth.

There is no assigned text for this course. Numerous references are supplied for individual and group work.

Panel discussions, individual reports, dramatizations — written and oral — literature, lectures, and readings provide the methods for achieving a unified perspective of the whole. Committee meetings are held at various intervals to discuss the progress of work and to organize material for future units. The meeting time is simplified by the fact that all teachers concerned have the same free period for such work.

Our work experience opportunity is one of the most significant efforts we have made to meet the problems of our young people in this community. Two years ago we began going about the job of establishing such work experiences as were possible at that time. This effort has culminated in a rather effective work experience program that now includes a considerable proportion of the student body.

Utilizing the opportunities afforded by the community, this school has managed to operate a student placement bureau that is becoming more significant to the school and the pupils because of the correlation of work requirements and classroom instruction.

Curriculum direction stems from past experiences found effective in meeting our problems as they have arisen. Teachers are encouraged to develop original ideas, as well as to suggest modifications in those suggested by others in the school.



TOWARD MORE FUNCTIONAL MATHEMATICS

By S. S. Mayo, Director of Research and Counselor, Sequoia Union High School, Redwood City, California

THE NEED for better understanding of the principles of arithmetic and for more skills in the fundamental processes is increasingly apparent in these critical times. The Army and the

Navy, trades, industries, and professions are emphasizing the vital nature of mathematics. These demands are a direct challenge to the newer curriculum of the elementary and secondary schools. What can we do in the secondary field to move forward toward more completely satisfying these demands with a more functional mathematics?

At Sequoia Union High School the regular mathematics curriculum consists of algebra, plane geometry, second course in algebra, trigonometry, and solid geometry. We also have courses in junior business practice and in mechanical and architectural drafting. In a student body of nearly 2,000 pupils we have about 700 enrolled in some type of mathematics (business training and drafting not included). As many as 1,200 are not now enrolled in any mathematics, although many have had one or two years of training in algebra and geometry during previous years. At any particular time about 7.3 per cent of our total subjects enrollment is in the mathematics department.

This means that many of our boys and girls receive only incidental training in arithmetic during their secondary school career. We have planned for this incidental training in our homemaking classes, in our shop classes, and in our home arts classes. There is a definite place in these courses for related mathematics and they do provide some worth-while training in this field.

It is felt that additional arithmetic training is desirable for certain of our pupils. Therefore, we have planned and added to our curriculum a course in applied mathematics. It is designed especially for boys and girls who plan to enter trades, industries, commercial or technical fields after high

school graduation, or for those who feel the need of a general review in the fundamentals of arithmetic.

Throughout the course first consideration is given to understanding of principles with plenty of drill in practical problems. Understanding, accuracy, and speed in the fundamentals is the aim. The course is planned for juniors and seniors and no prerequisite in mathematical training is required.

Expert opinion was sampled by listing the topics treated in twenty-five textbooks in applied and functional mathematics at the secondary level. The results of this inquiry showed the per cent of experts who believed that the given topics should be emphasized in the course: understanding of and skills with decimals, 100 per cent; operation with fractions, ninety-two per cent; ability to make linear, area, and volume measurements, seventy-five per cent; percentages, sixty-nine per cent; ratio and proportion, fifty-eight per cent; interpretation and solution of equations and formulas, fifty per cent; powers and roots, seventeen per cent; logarithms, eight per cent; use of slide rule, twenty-eight per cent; indirect measurements (trigonometry—solution of right triangles only), thirty-three per cent; statistics (elementary), twenty-two per cent; graphs, interpretation and construction, forty-five per cent.

The respondents indicated that men under their supervision showed a lack of understandings and skills in decimals and fractions. Also, it is to be pointed out that all replies indicated that lack of accuracy in computation is a handicap as well as lack of knowledge of fundamentals.

Fifty junior and senior boys who indicated their desire to take a course

in applied mathematics indicated also what topics they felt should be included in the course. After each item the per cent of the pupils recommending the inclusion of each topic is given: use of slide rule, 100 per cent; operation with fractions, 100 per cent; ability to make linear, area, and volume measurements, 100 per cent; interpretation and solution of equations and formulas, 100 per cent; indirect measurements, 100 per cent; ratio and proportion, sixty-five per cent; logarithms, sixty-five per cent; powers and roots, forty-two per cent; understanding of and skills with decimals, forty-two per cent; percentages, forty-two per cent; elementary statistics, twenty-eight per cent; and graphs, fourteen per cent. The combined data obtained from the sources explained above, together with the judgment of the teacher concerned, were used in making the decision concerning the topics which are included in the course.

Fields from which problems should be selected were chosen after a listing of the most common trades, industries, and professions existing in this and the immediately surrounding areas. Generous help was obtained from a general survey of the defense industries in the region including: building trades (carpentry, cabinet making, plastering, paper hanging, painting, brick and concrete work, blueprint reading); sheet metal; machinist and tool maker; airplane and auto engines; aviation; transportation and communication; printing; money and banking; buying and selling; and navigation.

A text is being used in this class, primarily for pupil reference concerning explanation of best methods in the various topics involved. Also text problems are being added to the reg-

ular work for the advanced pupils. The regular work consists of problems constructed by the teacher, from the fields listed above, and involving currently up-to-date data. Cardinal value is allocated the topics listed in the outline of the course and in the logical progression from step to step.



CULTURAL UNIFICATION AS A FOREIGN LANGUAGE OBJECTIVE

By Walter V. Kaufers,
Stanford University, California

THE CURRENT trend in American education represents in part an effort to reorient the program of the school in such a way as to serve the needs of all children without sacrificing its social obligation to provide a common basis for the cultural unification of our people. In some quarters this trend has given impetus to the concept of the core-curriculum as including those basic educative experiences which *all* children should desirably share if society is to maintain an orderly course in the face of social change.

It is in the nature of things that this unifying experience should draw heavily upon the field of English language and literature, and upon the nature and backgrounds of American institutions. It is only natural, too, that these fields should be fused at certain levels into orientation or core courses. No great literature, for example, can be fully understood or appreciated except in the light of its social conception. The world's greatest books were written, not as an exercise in language nor as an illustration of form, but for a creative social purpose. Thus a program which brings two or more fields into such an intimate rapport that they reinforce and

strengthen each other does not involve a sacrifice of significant values, but rather a cultural gain in the way of broader and deeper insights that will give the student a better picture of life as a whole as a basis for effective participation in the life of society.

The approach of the traditional curriculum has been sorely deficient in providing the broad, balanced perspective needed for effective living in the modern world. It has left to immature minds the difficult task of fusing fragmentary impressions into significant wholes. As a result, some of the most important insights that give meaning and direction to life—that make education itself really significant—have been lost entirely. The realization of this loss has given impetus to the movement toward unification in basic fields.

Unification thus implies the organization of educational programs on the basis primarily of the insights needed for effective living in modern society, and for the development of balanced personalities, rather than on the basis represented in traditional classifications of subject matter. The fusion of content from two or more fields as attempted through the medium of core courses is but one of many means for helping the learner in the difficult task of enlisting all those relevant experiences and learnings from his in-school and out-of-school life which are needed for the development of functional insights into the problems of human living and for the building of well-rounded personalities.

That unification involves the ultimate scrambling of all subject matter into a nondescript potpourri is, of course, a misapprehension. Indeed, fusion has so far been confined almost entirely to orientational core courses,

which in their totality at the secondary school level hardly occupy more than one-third of the pupils' time. There is and always will be a place for special offerings which meet the needs of special groups of pupils. That unification involves a sacrifice of skills in the basic tools of learning is likewise a misconception. It merely attempts to place the skills in their proper place as means to ends by supplying them with an immediate purpose in a dynamically significant setting.

While unification has thus far been attempted almost exclusively in that fraction of the total school program which is intended primarily to develop well-balanced personalities and the degree of cultural unity indispensable to the life of any people, the realization is growing that other fields besides English, American history, or physical education can offer significant contributions to these objectives. Art and music, for example, are in many ways as important unifying factors in individual and group life as literature. Thus the school has endeavored to draw upon these resources as means for making its program richer and more effective. In so doing, it has in no case displaced special offerings in the field of music history or appreciation, harmony, or art. It has merely related art and music to that indispensable minimum core of cultural experiences which *all* pupils should possess as a basis for worthy membership and wholesome living in American society. In so doing, the school has integrated art and music. In so far as special offerings in art and music have reinforced the work of the core-curriculum in contributing to the realization of its central objectives, to that extent have art and music been

unified in the common background of experiences of pupils.

From these examples it is evident that the unification of special fields with the central objectives of public education can be achieved in several ways, e. g.:

1. Through the selection of content and learning activities which will directly or indirectly supplement or reinforce the ultimate unifying objectives.
2. Through the fusion of relevant content from the special fields.
3. Through the introduction of such orientation courses in special areas as will contribute simultaneously to the realization both of the ultimate objectives of the curriculum and of the more specific aims of the special fields.

These three alternatives are open to all teachers. The question of unification as it relates to the field of the language arts—the foreign languages and English—therefore, is fundamentally: Can the language arts contribute to the realization of the central societal objectives of modern education without loss to the special objectives—ability in language, etc.—for which pupils are enrolled in the field? If the answer is in the affirmative, then the significance of the language arts as fields of culture in American education will be greatly increased and their position immeasurably strengthened by the their direct rapport with the primary objectives for which schools exist.¹

¹For twenty concrete reports of effective public school programs conducted by foreign language teachers in the service of these objectives, see Reports of the Stanford Language Arts Investigation, "Foreign Languages and Cultures in American Education" (edited by Walter V. Kaulfers, Grayson N. Kefauver, Holland D. Roberts). McGraw-Hill Book Company, New York, in press.

Critical Abstracts of Curriculum Research

MCCORMICK, HUBERT J.—*Enriching the Physical Education Service Program*. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 134 p. \$1.85.

The problems which this volume presents and for which it purports to offer solutions are listed by the author as follows: "What are the present needs of college students which can be met through the provision of educative opportunities in the physical education service program? What things can students learn now that will be of practical everyday use to them? In what ways may needs be determined? What administrative measures are necessary for establishing a program that will best meet needs?"

The techniques for determining students' individual needs are discussed. These include: the health examination; interview; community survey; observations and rating scales; scales, tests, and other records.

This study contains little that is new in the way of stating the objectives or principles of physical education, but is merely an organized synthesis of the ideas of Hetherington, Williams, La Porte, and others. However, the idea of the desirability of organized and systematic individual guidance of all entering students in the selection of activities which will meet their specific needs is along the frontier of present college practice if not of theory.

McCormick contends that the average entering college student has a

poor and inadequate background in physical education. Because of youth and inexperience he needs guidance in the choice of activities which will make the greatest possible contribution to his present and future ability to be an intelligently self-directing adult in the selection of leisure-time activities with due regard to their potentiality for maintaining or improving his health, happiness, and efficiency.

The guidance program involves two definite procedures—personal interview and group orientation. As data for the first of these, a medical examination, a record of past experiences, a statement of interests and community recreational surveys are suggested in addition to performance and knowledge tests. With these at hand the physical education teacher will be in an excellent position to guide each student into fruitful and satisfying activities adapted to his life aims and purposes.

McCormick would require a group orientation period in addition to a personal interview in order that the entering student body as a whole may from the beginning appreciate the various offerings of the physical education department. The activity requirement and its significance, the facilities and regulations governing their use, the medical examination, the school health service, the varsity and intramural sports programs, and other pertinent matters should constitute the meat for this suggested two-to-four-hour period of orientation prior to the beginning of regular classes.

There is little in this book with which serious fault will be found by physical educators in general. College deans and administrators will possibly resist the addition of a required appreciation course in physical education and will continue to expect that in our activity courses we should find time to teach not only the essential skills of a game, but also the rules, the etiquette, the history, and the health contributions and safety precautions. Some may feel that McCormick is unduly pessimistic in regard to the capability of the average student to make intelligent choices or question why a student who is fairly proficient in a given sport should not be allowed to participate further with credit in the sport of his choice. The suggested administrative procedures may be the most helpful contribution of this volume to the college teachers of physical education. Undoubtedly, some of these measures will be helpful to the directors of service programs, even though the individual guidance phase of the program will be difficult to adopt in its entirety.

The volume as a whole appears to be a thoughtful attempt to consider the ways and means for making the required physical education program in colleges contribute more richly to the skill hungers and recreational and organic needs of students as individuals. For this reason, it is commendable despite the fact that the problem of time for individual conferences with each student prior to registration is more theoretically than practically possible in most instances.

LAURENCE ROGERS

Peabody College

FOSTER, ROBERT G., AND WILSON, PAULINE PARK — *Women After College*. New York: Columbia University Press. 1942. 305 p.

In 1932 the Merrill-Palmer School in Detroit set up an Advisory Service for college women, combining service with research. This book presents some conclusions derived from the intensive study of one hundred women selected from the several hundred who had been clients of the Service. Of these women, seventy-eight were married and twenty-two single. These women were not a "problem" group; the Service stressed *information* and *practical helpfulness* rather than psychiatry.

It will be comforting to many readers to note how nearly universal certain problems are. The frequency of the different types of problems during the period of life when the women were going to the Service was as follows (the *first* figure in each case indicates the percentage of the married group and the *second* figure the percentage of the unmarried group who showed the problem): personality, 98 and 100 per cent, respectively; financial, 97, 95; health, 96, 100; husband-wife, 89, 0; relations with associates, 88, 100; recreational, 84, 86; house-keeping, 82, 0; relations with relatives, 80, 77; parent-child relations, 78, 0; crises, 74, 73; in-law problems, 60, 0; sex, 56, 59; religion, 52, 50; vocation, 34, 91; education, 20, 36.

The most outstanding finding of the study is that "both the parents and the educators of our one hundred women, in the elementary school, in the secondary school, and in the college, had almost completely ignored the evident need of these women to be prepared for certain inevitabilities of their lives." The report seems to

imply that this ignoring of women's needs is partly due to the patterning of their education after that of men. Elsewhere it points out the need for changing the education of men also:

Education of men should take into account their need to understand and live in a world with women and children. Men are as great a barrier to progress in women's education as are women themselves. Two kinds of data substantiate this statement. In the first place, the husbands of these women are still living with a cultural ideology of the past generation with reference to women's role and function in society. . . . In the second place, the men of this group seem to have had little, if any, educational background which gave them a point of view and understanding of themselves, of women in general, of the cultural role of each sex, and of changes which are occurring and altering the old established order. . . . As far as facing life is concerned, it seems fair to say that men are less adaptable than women, less progressive and alert to newer ideas being incorporated into their regime, and that they expect their wives to make most of the adjustments which have to be made.

The women graduates themselves commonly block progress in two ways: first by failure to maintain contact with their colleges after graduation, and second by prejudice against education taking any other form than that which they experienced while in college. Whether it be progressive or conservative, "it appears that a much more well-defined philosophy" is "prevalent among the graduates of the private women's colleges than among

graduates of public coeducational universities."

This report, with its frank and courageous exposure of the shortcomings of college education, lays the basis for constructive efforts.

JOSEPH K. FOLSOM

Vassar College



BAKER, HAROLD V.—*Children's Contributions in Elementary School General Discussion*. Child Development Monographs, No. 29. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 150 p.

In this monograph Dr. Harold V. Baker makes a significant contribution to our knowledge of the mental and social development of children during the elementary school period. The conversation and discussion contributions of 342 second, fourth, and sixth grade children, made under conditions of minimum adult direction, are analyzed to determine for various grade levels and by sex the (1) content of contributions; (2) media through which children receive their information; (3) extent to which the immediate and remote in time and space are dealt with; (4) extent to which the contributions are statements of fact, the relating of stories, attempts to explain and evaluate, raising questions, or the expression of wishes; (5) extent to which contributions are discrete or related; (6) extent to which the character of the contributions are influenced by mental ability and socioeconomic status; and (7) extent to which personality traits are revealed during discussion periods.

The findings reveal a clear-cut shift in content emphasis from the second to the sixth grade. In the second

grade sixty-nine per cent of the discussion involves the contributor's play, recreation, home, family, trips, and pets. In the fourth grade, there is a decided broadening of interests with greatest emphasis, forty-five per cent being given to trips, books, radio, movies, and metropolitan happenings. In the sixth grade, the emphasis shifts to world, United States, and metropolitan happenings, fifty-two per cent. As might be anticipated from the content, eighty-three per cent of the second grade contributions are acquired through actual experience. This source drops to twenty-five per cent in the sixth grade where the percentage of contributions arising through reflection and acquired by vicarious experience is highest. As children progress through the elementary school their contributions in general discussion shift from a consideration of that which is immediate in time and space to that which is more remote. The space shift is more pronounced than the time shift. At the sixth grade level approximately seventy-five per cent of the contributions are still focused in the present. At the second grade level there is little meeting of minds or discussion, less than ten per cent of the contributions are continuations of topics already introduced, while at the fourth and sixth grade levels approximately fifty per cent of the contributions are of this type. Significant sex differences were few, but their number increased in the upper grades. Categories favoring

boys were "science," "sports," and "topic continued." Those favoring girls were "pleasure trips," "home affairs," "United States happenings," "pets," and "personal presence." Differences between schools of high and low socio-economic status were not marked. Groups in schools with higher economic status gave evidence of having more information, better vocabularies, and higher values. They stuck to topics, probed more deeply, and showed less evidence of intolerance, harshness, and interest in the gruesome.

Dr. Baker devotes one chapter to a rather cautious statement of implications for the curriculum, recognizing that the facts can be interpreted in the light of more than one philosophy. With less caution the reviewer finds evidence that desirable child development consists of a progressive emancipation of the child from dependence on immediate interests in the mere here and now with reliance on direct experience, toward a goal in which the here and now is considered in terms of the past, future, and distant with the experience of the race utilized vicariously.

The study was planned and carried through under the direction of Professor Arthur T. Jersild. The controls and statistical procedures were adequate for the type of material and purposes served.

WALTER W. COOK

University of Minnesota



Reviews of Current Books_____

WARREN, CURTIS E., AND LAMOREAUX, LILLIAN A.—*Developmental Curriculum*. Bulletin No. 1, Revision No. 1, Santa Barbara, California: City Schools. 1941. 81 p. Paper covers. 75 cents.

There is much to commend here and in high degree. This is one of the most thoughtful efforts at curriculum making yet to appear in American education. That it was done by the teachers themselves and not handed down from above is, while not new, still far from being commonplace. Especially significant is the evident care with which the teachers did study their problems and the thoughtfulness with which they carried on their mutually interacting practice and study. Significant also was the wisdom shown in seeking and utilizing the help of the Stanford staff and later in getting evaluation at the hands of other nearby institutions. In all of these things both administrators and teachers seem to have utilized their opportunities in rare degree.

In result, it would be hard to find a more excellent study by teachers of the present and past—and possible future—of a given school area than here appears for Santa Barbara. In it one finds many excellent suggestions for helping the pupils study the wealth of problems thus raised. And, what is perhaps more unusual, the analysis of the whole is, socially and economically, "up to date." The study and thinking appear to have been done, we may suppose, with unusual appreciation of what the Stanford staff had to offer.

But there is another side. Certain questions arise, specifically the prob-

lem of how much child and how much teacher or, better, how best to relate these two essential factors. If pupils are to learn and grow, it can come only from what they do. Adults, however, are essential; otherwise the child fails to utilize the race experience. Thus we have the problem of education: on the one hand, how to elicit, stir, secure vigorous and intelligent child-activity; on the other, how to steer this aroused child-effort along promising lines toward a worthy maturity. It is a question of how best to combine and consolidate two essential factors so that each can make its best contribution to the joint effect.

One asks, then, regarding the study before us, whether its emphasis is not somewhat one-sided, whether its emphasis is not so exclusively on the teacher's part that the children will fail of best learning through lack of opportunity at sharing in the creative thinking. After the problems have been set up, or at any rate planned, by the teachers, the pupils from then on seem to have a worthy share. But in raising the problems to study, in the initial creative thinking for sensing and stating the main problems—here it appears that the teachers made the decisions by themselves and confronted the pupils with a *fait accompli*. That the teachers learned from their experience in analyzing, selecting, and organizing we cannot doubt. But what about the children? Should not they too be expected to have the like fruitful experience?

This reviewer, then, asks whether the curriculum as here worked out does not unduly limit the share which children can properly have in facing

creatively, with the teachers, the problems of their own life. If youth are to learn to think and act responsibly, they must have a real chance to practice responsible thinking and acting. Rather, for example, than confront the youth of the Santa Barbara High School with a prepared-in-advance list of problems already analyzed, it would seem better to let the teacher help these youth practice sensing and analyzing their own problems. And similarly in degree for all the other children. This, it appears, was not done here and apparently will not be best done on the "scope and sequence" theory as herein set out. This reviewer then wishes to know how far this apparent limitation is accidental to Santa Barbara and how far it is inherent in the essence of this theory.

WILLIAM H. KILPATRICK
*Teachers College, Columbia
 University, Emeritus*



JOHNSON, B. LAMAR, AND COMMITTEE — *General Education in the American High School*. Chicago: Scott, Foresman and Company. 1942. 319 p.

This volume is a symposium prepared by a group of distinguished educators. It is so planned as to cover completely the area of secondary education from the standpoint of general education, which is defined as that education that (1) is intended for everyone, (2) is concerned with the total personality, and (3) includes all of the individuals' nonspecialized activities. This definition soundly excludes from the area of general education only the specialized vocational training and regards the secondary period only as a stage in the complete process of education that begins with

the preschool and extends to the university.

While the book contains the usual amount of overlapping and gaps in treatment that are to be found in most collaborations of this sort, the basic points of view expressed by the various authors are surprisingly unified. Shades of difference are, of course, apparent, but in general the authors take their stand against the Hutchins-Foerster-Bagley-Morrison schools of thought as described by Justman as embracing the "Humanists" and "Social Evolutionists," and favor "Experimentalism" as a basic philosophy. This means that they tend to reject extreme intellectualism and the prescription of organized race experiences, and take as their point of departure the needs, interests, and problems of the adolescent as revealed by a study of the organism in relation to his physical and social environment.

Part One opens with a chapter by Harold Hand, perhaps the best in the book, which deals with the fundamental values and ideas of democratic living and the factors that hinder or foster the attainment of a truly democratic educational program. The other chapters present a sketchy treatment of historical backgrounds, a sound, thorough, brief interpretation of human development and learning from the organismic point of view, a clear exposition of the major issues in psychological, educational, and social theory, and an overview of current forward-looking trends in practice in the secondary schools.

Part Two describes promising innovations in secondary school programs in various parts of the country. This is done in connection with a theoretical discussion of various types of curriculums. From this discussion it

is quite evident that the authors look with favor on experiments in core curriculum development that are now underway in a number of schools. The school programs described are interesting, but one is impressed by the fact that only small beginnings of the sort of education favored by the authors are to be found. This is true even in the rural areas that have a golden opportunity to relate education to the life of the community. In this section a chapter is given over to guidance, which is interpreted as being an integral part of the curriculum. "Its purposes cannot be accomplished successfully by prescribing from the outset the learning of any particular body of subject matter. Most of our guidance should be done in the classes, clubs, teams, and social units of the schools, not in the offices of deans, personnel directors, and counselors. When teachers learn the insights and skills needed for their important tasks and when administrators also become educators, there may be less need for special personnel functionaries." (p. 267.)

The book closes with a clear and valuable discussion of the nature and function of evaluation. This chapter is very similar, though much more condensed, to Dr. Tyler's discussion of evaluation in the third volume of the Report of the Commission on the Relation of School and College of the Progressive Education Association.

Incidentally the above comment illustrates a basic weakness of the book. Many of the authors have written more careful and comprehensive treatises of the same problems in other connections. This is certainly true of the evaluation chapter, and of Spear's chapter on the curriculum. In other cases the authors have drawn heavily

on work which had better be consulted by the student of education if he wishes more than a bird's-eye view of the problems. But if this be a weakness, it is also a strength, for it does make it possible in a brief compass to get the general flavor of what is going on in the secondary field. If it drives the reader to more comprehensive treatments, it will have performed a distinct service.

Many will object that the book does not deal adequately with problems of education in wartime, but if the theory and practices recommended were actually carried into effect, the secondary school would need few changes to make it a vital agency for perpetuating and refining the concept of democratic living in wartime—as well as in the postwar period.

HAROLD ALBERTY

Ohio State University



WORKS, GEORGE A., AND LESSER, SIMON O.—*Rural America Today*. Chicago: University of Chicago Press. 1942. 450 p. \$3.75.

Rural America is considered in this volume as an integral part of total national life and culture. Not only is it the home of a large proportion of citizens; it is also the source from which urban areas seek, and must find, personnel to maintain industry, trade, society, and culture. Rural people, with "many children—few dollars," face distinctive problems of education, broadly defined. National welfare is dependent upon the successful solution of these problems.

The presentation is clear, and in general terms comprehensible to both city and country folks. In each case illustrations are given of good approaches being made in some places.

No attempt is made to palliate the seriousness of the situation in the country as a whole, nor to present a comprehensive picture of the extent of good things that are being done. The illustrations of desirable practice serve only to show that something can be done, and to indicate procedures that seem worthy of being more widely used.

The first chapter deals with general social and economic conditions, and serves as a background for the more detailed discussions which follow.

Chapters two through seven concern rural schools, their status, organization, curriculum, guidance of children, vocational training, and teachers. Chapters eight through fifteen concern special problems, always in relationship to the schools as they are, and as they may be. The special problems presented are libraries, health, recreation, social welfare, youth, adult education, Negroes, and local planning. The final chapter shows the responsibility of states and of the nation.

The book shows the extent and gravity of rural educational problems, and some of the ways that seem to lead to meeting them more satisfactorily. It should be read and pondered by all who are vitally interested in national welfare, and particularly by those concerned with education.

NORMAN FROST

*George Peabody College
for Teachers*



DE LIMA, AGNES, AND OTHERS—*The Little Red School House*. New York: The Macmillan Company. 1942. 355 p. \$3.50.

This book "represents the considered conclusions of the pioneer group

headed by Elisabeth Irwin, which, for over twenty years, has been demonstrating both within and outside the public-school system how the principles and practices of the newer approach to education may be applied under the limitations of crowded city schools." (xi.) In the first two chapters the general educational philosophy and the curriculum viewpoint are presented. Chapters III-XIII give a detailed explanation of the work of each of the various groups from the four and five-year-olds through the thirteen-age groups, including a few regular-age group misfits who are in a special class. Five chapters deal with related aspects of the program such as the 3 R's, Trips, Music, Dance, Arts, and Crafts. The remainder of the fifteen chapters discuss June Camp, Our Teachers, Our Parents, Our Graduates, How We Finance Our School, High School—The Next Step, and Conclusion. There is an appendix of twenty pages giving advice to beginners in initiating a progressive program, stenographic records of discussions after trips, occupations of parents, bibliographies of books for the group units, samples of creative writing of children of various ages. The volume is a comprehensive statement of all aspects of the life of the school.

The philosophy represents the mental hygiene viewpoint which is clearly evident throughout the book in the consideration which teachers have for children based upon comprehensive case studies. The curriculum has a central core which "has mainly to do with the social sciences; that is to say history, geography, sociology, economics, government" taught "on a level with the child's understanding." (p. 18.) In the early years children study the community, but beginning with

the eight-year-olds they take in order Indians, mythology, the beginnings of man, medieval history, American history up to the Civil War and American history after the Civil War with emphasis upon the development of democracy. The school believes in a teacher-planned curriculum. "Sufficient flexibility remains in the handling and interpretation of any period for the children not to feel regimented." (p. 23.) Nowhere in the discussion in the chapter on the curriculum is there any reference to participation of children in selecting, organizing, directing, or evaluating the experiences which constitute the core. As described in the book such a curriculum deviates little from traditional practices.

Within this standard curriculum framework the school uses many "progressive methods." It makes much use of the environment. Reading is postponed until the children are seven years of age and have a wide experience upon which to draw. Informal arithmetic to build meaning is carried through the early years, but the nine-year-olds and all older children have "formal drill" (p. 68) because "these children love drill" (p. 81). The June Camp is a very real part of the school.

The parents share in many responsibilities throughout the entire program under a wholesome working relationship with the teachers.

Along with its many outstanding ways of working with children, the story is full of practices which do not square with the professed philosophy. Some of these are continuous emphasis upon academic work; allowing children in the special class to plan their own curriculum as a means of adjusting their personalities (p. 126-127) when this privilege is not granted to "regular" children; setting the standard for each age group in norms or academic achievement tests (p. 214, 230) and justifying this on the ground that "there are no means of measuring through impersonal instruments what may be called the intangibles" (p. 230) or what are explained as the essentials of the school's philosophy (p. 6).

In spite of its many inconsistencies, the book contains much sound observation concerning the behavior of children which should be valuable to all teachers in all types of schools.

L. THOMAS HOPKINS

*Teachers College
Columbia University*



New Publications

BOOKS

- CHARTERS, W. W., AND FRY, VAUGHN W.—*The Ohio Study of Recreation Leadership Training*. Columbus, Ohio: Bureau of Educational Research, Ohio State University. 1942. 173 p. Paper covers. \$2.00.
- DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION—*Mental Health in the Classroom*. Thirteenth Yearbook. Washington, D. C.: The Department, 1201 Sixteenth Street, N. W. 1941. 304 p. \$2.00.
- LOCKMILLER, DAVID A.—*The Consolidation of the University of North Carolina*. Chapel Hill: University of North Carolina. 1942. 160 p. Paper covers. \$3.00.
- OGLIVIE, MARDEL—*Terminology and Definitions of Speech Defects*. Contributions to Education No. 859. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 312 p. \$3.50.
- W. K. KELLOGG FOUNDATION—*The First Eleven Years, 1930-1941*. Battle Creek, Michigan: W. K. Kellogg Foundation. 1942. 217 p. Free.
- WATERS, EUGENE A.—*A Study of the Application of an Educational Theory to Science Instruction*. Contributions to Education 864. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 134 p. \$1.60.

PAMPHLETS

- Art Education Alert*. Brooklyn, New York: The Art School, Pratt Institute. 1942. 47 p. Paper covers. 10 cents.
- Bibliography of Books for Young Children*. Washington, D. C.: The Association for Childhood Education, 1201 Sixteenth Street, N. W. Revised, July, 1942. 78 p. Paper covers. 50 cents.
- CESEPES, FRANCISCO S.—*Educational Trends in Latin America*. No. 3. Washington, D. C.: Division of Intellectual Cooperation, Pan-American Union. 1942. 21 p. Mimeographed. 25 cents.
- CREEDY, BROOKS S.—*Consumer Problems and Projects*. New York: The Woman's Press, 600 Lexington Avenue. 1942. 72 p. Paper covers. 35 cents.
- DAVIS, HORACE LEONARD—*The Utilization of Potential College Ability Found in the June, 1940, Graduates of Kentucky High Schools*. Volume XV, Number 1. Lexington, Kentucky: Bureau of School Service, College of Education, University of Kentucky. September, 1942. 101 p. Paper covers. 50 cents.
- Federal Aid for Education. A Review of Pertinent Facts*. Research Bulletin, Vol-

- ume 20, Number 4. Washington, D. C.: National Education Association, 1201 Sixteenth Street, N. W. September, 1942. 28 p. Paper covers. 25 cents.
- FRUTCHEY, FRED P., AND DAYTON, JAMES W.—*Evaluation Study of the Neighborhood Leader System, Berkshire and Essex Counties, Massachusetts, May, 1942*. Extension Service Circular 386. Washington, D. C.: United States Department of Agriculture. 1942. 10 p. Mimeographed. Free.
- FRUTCHEY, FRED P., AND FORBES, MARION E.—*Evaluation in the 4-H Clothing Project, Massachusetts, 1940-41*. Extension Circular 384. Washington, D. C.: United States Department of Agriculture. 1942. 33 p. Paper covers. Free.
- HAMON, RAY L.—*Playgrounds*. Nashville, Tennessee: Interstate School Building Service, George Peabody College. 1942. 12 p. Paper covers. Free.
- HINCKLEY, WILLIAM W.—*Handbook of College Entrance Requirements*. United States Office of Education Bulletin, 1941, Number 13. Washington, D. C.: Superintendent of Documents. 1941. 70 p. Paper covers. 15 cents.
- KENTUCKY STATE DEPARTMENT OF EDUCATION—*Free and Inexpensive Teaching Aids*. Volume 10, Number 5. Frankfort, Kentucky: State Department of Education. July, 1942. 184 p. Paper covers. 50 cents.
- MIRE, JOSEPH, AND SCHWARZTRAUBER, E. E.—*Labor in the World Crisis*. New York: Council for Social Action, 289 Fourth Avenue. 1942. 42 p. Paper covers. 10 cents.
- MOSIER, CHARLES L.—*Evaluating Rural Housing*. Gainesville, Florida: Curriculum Laboratory, College of Education, University of Florida. 1942. 88 p. Paper covers. 50 cents.
- NATIONAL EDUCATION ASSOCIATION, 1201 Sixteenth Street, N. W., Washington, D. C. Paper covers.
- The Cavalcade of Freedom*, by Betty Smith. 1942, 13 p. 10 cents.
- The Search of the Ages*, by pupils of Barnard School, 1942, 18 p. 10 cents.
- We Hold These Truths*, by Jean M. Byers and Avicé Saint, 1941, 39 p. 25 cents.
- And the Stars Heard*, by Jean M. Byers, 1942, 15 p. 15 cents.
- Records and Reports*. Trends in Making and Using Them. Washington, D. C.: Association for Childhood Education, 1201 Sixteenth Street, N. W. 1942. 32 p. Paper covers. 35 cents.

Schools Awake. A Cooperative Community Program in Van Buren County, Michigan. Battle Creek, Michigan: W. K. Kellogg Foundation. 1942. 32 p. Paper covers. Free.

UNITED STATES OFFICE OF EDUCATION, Washington, D. C. 1941. Mimeographed. Free. *People Who Live in Thin Air.* 38 p. *A Study of Latin America for the Senior High School.* 71 p.

Studying Latin America in the Primary Grades. 27 p.

Latin America Today. 76 p.

Syllabus for Teachers. The United States and the Other Americas. 34 p.

WARING, P. A.—*Teamwork to Save Soil and Increase Production.* Miscellaneous Publication 486. Washington, D. C.: Soil Conservation Service, United States Department of Agriculture. 1942. 64 p. Paper covers. Single copies free to teachers at their school addresses, libraries, agricultural workers, and educators. Otherwise, 20 cents from the Superintendent of Documents.

CURRICULUM BULLETINS

NORTHPORT PUBLIC SCHOOLS—*Elementary School Science Bulletins.* Northport, New York: Public Schools. 1941. Mimeographed. Primary level, 90 p.; intermediate level, 110 p. No price given.

OKLAHOMA STATE DEPARTMENT OF EDUCATION—*Courses of Study in Electrical Work, 1A and 1B.* Bulletin No. 42-C-1. Oklahoma City, Oklahoma: State Department of Education. 1942. 66 p. Mimeographed. No price given.

OKLAHOMA STATE DEPARTMENT OF EDUCATION—*Courses of Study in Hand Woodworking 1A and 1B.* Oklahoma City, Oklahoma: State Department of Education. 1941. 47 p. Paper covers. No price given.

ROTH, GEORGE V.—*Leisure-Time Activities of Junior High School Boys.* Beloit, Wisconsin: Public Schools. 1941. 31 p. Mimeographed. 25 cents.

SAN DIEGO CITY SCHOOLS—*Social Living in the Kindergarten.* San Diego, California: City Schools. 1941. 79 p. Mimeographed. No price given.

SAN MATEO COUNTY SCHOOLS, San Mateo, California—Mimeographed.

How the World Gets Its Rubber, A Coffee Plantation, A Cattle Ranch. 1942. 40 p. \$1.25.

Our Natural Resources and How to Conserve Them. 1941. 175 p. \$1.65.

The Story of the Sea. 1941. 87 p. \$1.35.

The Story of Sugar, Chocolate and Cocoa. 1942. 46 p. \$1.25.

TOLEDO PUBLIC SCHOOLS—*A Plan of Procedure for Emphasizing the Values of Democracy Through Education.* Toledo, Ohio:

Public Schools. Undated. 41 p. Mimeographed. 25 cents.

SCHOOL BOOKS

ARMSTRONG, LEILA, AND PEASE, JOSEPHINE VAN DOLZEN—*Come and See.* A Reading-Readiness Book. Chicago, Illinois: Follett Publishing Company. 1942. 48 p. Paper covers. 35 cents. Teachers' Guidebook to accompany, by Alta McIntire and Julie Regnier, 89 p. 50 cents.

Basic Science Education Series. Evanston, Illinois: Row, Peterson, and Company. 1942. 35 p. Paper covers. 28 cents.

Gravity, by Bertha Morris Parker.

You as a Machine, by Bertha Morris Parker and M. Elizabeth Downing.

Animals of the Seashore, by Bertha Morris Parker.

BROWN, WILLIAM B.; STEWART, MAXWELL S.; AND MYER, WALTER E.—*America in a World at War.* New York: Silver Burdett Company. 1942. 328 p. \$1.80.

CUSACK, ALICE M., AND STUMPF, ALTA E.—*Down South America Way.* Chicago: Wheeler Publishing Company. 1942. 312 p. 96 cents.

EVANS, JESSIE C., AND SANKOWSKY, SUZANNE H.—*Graphic World History.* Boston: D. C. Heath Company. 1942. 346 p. \$2.00.

HART, ARCHIBALD, AND LEJEUNE, F. ARNOLD.—*The Latin Key to Better English.* New York: E. P. Dutton. 1942. 226 p. \$2.00.

HART, WALTER W.; GREGORY, COTTELL; AND SCHULT, VERTY—*Mathematics in Daily Use.* Boston: D. C. Heath Company. 1942. 376 p. \$1.32.

HART, WILLIAM L.—*Plane Trigonometry with Applications.* Boston: D. C. Heath Company. 1942. 124 p. \$2.00.

HOOVER, CAROL, AND SHEARER, ELGA M.—*Wings for Reading.* Boston, Massachusetts: D. C. Heath and Company. 1942. 460 p. \$1.60.

MCGOVERN, W. MCGOVERN—*Colloquial Japanese.* New York: E. P. Dutton Company. 1942. 234 p. \$1.85.

NETTELS, CHARLES H.; DEVINE, PAUL F.; NOURSE, WALTER L.; AND HERRIOTT, M. E.—*Physical Science.* Boston: D. C. Heath Company. 1942. 464 p. \$2.24.

O'ROURKE, L. J.—*Our Democracy and Its Problems.* Boston: D. C. Heath Company. 1942. 711 p. \$1.88.

Reading for Interest. A Basal Reading Program. Boston, Massachusetts: D. C. Heath Company. 1942.

Bigger and Bigger, by Inez Hogan. Pre-

Primer I. 45 p. Paper covers. 24 cents.

Little Lost Dog, by Lula Wright. Pre-

Primer II. 45 p. Paper covers. 24 cents.

A Home for Sandy, by Romney Gay. Primer I. 119 p. 72 cents.

- Rain and Shine*, by Ardrea Soule Wavle, Primer II. 119 p. 72 cents.
- Something Different*, by Eva Knox Evans. Book I. 183 p. 84 cents.
- Fun and Frolic*, Barbara Nolen, editor. Book III. 303 p. \$1.00.
- Luck and Pluck*, Barbara Nolen, editor. Book IV. 373 p. \$1.12.
- Merry Hearts and Bold*, Barbara Nolen, editor. Book V. 437 p. \$1.20.
- Lost and Found*, by Robin Palmer. 243 p. 96 cents.
- The Brave and Free*, by Barbara Nolen. 438 p. \$1.26.
- RUCH, FLOYD L.; MACKENZIE, GORDON N.; AND McCLEAN, MARGARET—*People Are Important*. Chicago, Illinois: Scott, Foresman and Company. 1941. 283 p. \$1.44.
- SEMEONOFF, ANNA H.—*A New Russian Grammar*. New York: E. P. Dutton Company. 1942. 323 p. \$1.95.
- SNEDDEN, GENEVRA S.—*Docas. Indian of Santa Clara*. Boston: D. C. Heath Company. 1942. 194 p. 96 cents.
- THORNDIKE, E. L.—*Dictionaries*. Chicago, Illinois: Scott, Foresman and Company. *Junior Dictionary*, Revised, 1942, 940 p., \$1.48; *Senior Dictionary*, 1941, 1,065 p., \$2.72.
- WORK PROJECTS ADMINISTRATION IN NEW MEXICO—*The Spanish-American Song and Game Book*. New York: A. S. Barnes and Company. 1942. 87 p. \$2.00.
- WREN, F. L.—*Functional Numbers*. Boston, Massachusetts: D. C. Heath and Company. 1942. 326 p. \$1.00.
- WREN, F. L.—*Number Relations*. Boston, Massachusetts: D. C. Heath and Company. 1942. 310 p. 96 cents.
- ZANZIG, AUGUSTUS D.—*Singing America*. Song and Chorus Book. Boston: C. C. Birchard and Company. 1942. Paper covers. \$1.50. Vocal edition, 25 cents.
- Education. 1942. 36 p. Paper covers. 10 cents.
- BROWN, CONSTANCE H.—*Postwar Planning—A Reading List*. Chicago, Illinois: American Library Association, 520 North Michigan Avenue. 1942. 6 p. Paper covers. 25 copies, 75 cents; 50, \$1.25; 100, \$2.00; 500, \$8.00.
- BROWN, EARL, AND LEIGHTON, GEORGE R.—*The Negro and the War*. Public Affairs Pamphlet No. 71. Chicago, Illinois: Silver Burdett Company. 1942. 32 p. Paper covers. 10 cents.
- EDUCATIONAL POLICIES COMMISSION — *The Support of Education in Wartime*. Washington, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 1942. 16 p. Paper covers. 10 cents.
- International Development Loans*. Planning Pamphlet No. 15. Washington, D. C.: National Planning Association, 800 Twenty-First Street, N. W. 1942. 38 p. Paper covers. 25 cents.
- A List of United States War Films*. Washington, D. C.: Bureau of Motion Pictures, Office of War Information. 1942. 14 p. Paper covers. No price given.
- NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS—*Fifty Typical Problems in Mathematics and Physics*. Supplement to a War-time Program. Tallahassee, Florida: State Department of Education, Attention Paul Eddy, Editor. 1942. 14 p. Paper covers. 10 cents.
- UNITED STATES OFFICE OF EDUCATION—*Understanding the Other American Republics*. Education and National Defense Series No. 12. Washington, D. C.: Superintendent of Documents. 1942. 32 p. Paper covers. 20 cents.
- Vocational Guidance for Victory*. Occupations, Volume 21, Number 1, September, 1942. Special wartime issue. New York: National Vocational Guidance Association, 525 West 120th Street. 50 cents.
- A Wartime Course in Physics*. Instructional Manual. Bulletin No. 42. Tallahassee, Florida: State Department of Education. 1942. 59 p. Paper covers. 50 cents.

WAR PUBLICATIONS

- ALABAMA STATE DEPARTMENT OF EDUCATION—*1942 Supplement to the State Course of Study for Elementary and Secondary Schools*. Curriculum Bulletin No. 10. Montgomery, Alabama: State Department of

